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ABSTRACT

Workers in five departments of the J.P. Stevens Plant in Clemson, South Carolina, participated in a workplace literacy project that was designed to increase participants' literacy and job skills and increase the literacy training efforts of textile plants in the Southeast. Major project activities included the following: identification of the literacy demands of each job at the factory, curricula appropriate for each job, and individual workers' job literacy deficiencies; development and implementation of model workplace literary skills enhancement training program; and dissemination of program materials to other textile plants in the area. Of the plant's 940 employees, 163 (17%) started the literacy classes and 95 (58%) of the original enrollees completed the program successfully. An independent evaluation confirmed that all project objectives were met successfully. (This package includes the final project report, project evaluation report, and eight appendixes. The following are appended: minutes of the advisory committee meetings, assessment instruments, sample literacy task analyses and curriculum materials, descriptions of curriculum implementation for each department, student-completed posttraining evaluations, a job mobility chart, and dissemination materials.) (MN)

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ED 361 516

National Workplace Literacy Demonstration Project

award # V198A10139-91

Workplace Literacy: Impacting the Textile Industry

William R. Fisk

Clemson University

Final Report

December 23, 1992

U.S. DEPARTMENT OF EDUCATION
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Objectives

To accomplish its primary goal of impacting the textile industry, especially in the southeast, by increasing basic literacy skills and worker productivity, this project is designed to accomplish the following three objectives over the 18 month funding period:

Objective 1: Workers trained will show significant increases on literacy skills tests of reading, writing, problem solving, computer, and/or math skills.

We changed the areas in which we sought significant increases.

After task analysis it was determined for five of the departments that the primary job-specific skills needed were basic computer skills and specific introductions to WordPerfect, DBase, and LOTUS. These classes, although workplace specific and determined by the task analysis, were deemed unallowable by the Dept. of Education guidelines for this project. Thus the Adult Education partner hired a full-time teacher to teach these classes in addition to this project and the employees enrolled in these computer classes are not claimed as students by this project.

In the five other departments it was determined that the first, most critical, literacy skills needed in this fabrication plant were department-specific vocabulary, math, and communications skills. Problem solving was incorporated into the math and communications. In the Department-specific classes reading and writing were de-emphasized except for a few task specific areas such as memo writing. Many workers, however, went into GED classes for basic reading, writing, and math. Some of these workers went straight to the GED classes, while many others went into the GED classes after first having gone through the Departmental classes.

We changed the tests used for measuring literacy skills.

Please see details in #5 (evaluation activities).

Given the changes, the objective was met. Students made significant improvements in vocabulary and math scores and also met criteria for communication skills.

Objective 2: Workers trained will show significant increases in job productivity, by improving unit-time production and/or quality control.

Efforts to measure job productivity included attendance figures in the first department, production and waste figures by department, and individual productivity records via hours worked and wages. Due to the tremendous variability in worker schedules in the fabrication part of textiles, we were quite

unsuccessful at getting these measures into meaningful forms for evaluation. It was completely typical for employees in fabrication to work 4 days one week, be off one week, work 6 days for a couple weeks, etc. The short nature of the intervention, coupled with the high baseline variability, made data analysis extremely complex. It was noted that although the productivity data was there (collected by the business partner routinely) and was available to us, that analysis would require very lengthy data collection and data manipulations to handle covariance and other necessary adjustments. It was estimated that to extract meaningful evaluation data would be a full-time, all project job. Since this type of personnel or personnel expenditure was not built into this demonstration project, it became necessary to focus evaluation efforts on other measures.

Objective 3: *Area apparel / textile plants will increase their literacy training efforts; i.e., the amount of literacy training offered, or planned, will increase for a significant number of factories.*

This objective was measured in two ways. First, a list was kept of companies that made appointments for consultation visits and tours of our project facilities. Second, a follow-up (4 months later) questionnaire was administered to people who attended our project-end seminar on establishing workplace literacy programs. The number of companies that sought our direct help (20) was quite large. The seminar attendees indicated that the seminar made them better informed, better prepared, and better motivated to involve their business in workplace literacy efforts. In addition there were 12 different seminar participants who indicated an increased involvement (average increase of 2 points on a scale of 5) four months after the seminar. These results indicate that this objective was also met.

Our success at achieving our objectives was also indicated by our successful completion of all enabling objectives. The project achieved the following five enabling objectives:

1) *Identify the literacy demands for each job at this factory.*
2) *Identify curriculum appropriate for each job in terms of literacy demands and specific job function; i.e., identification of functional context curriculum materials.*
3) *Identify (for the workers) potential literacy deficiencies for current jobs, transfers, promotions, and/or future jobs.*
4) *Identify each worker's job literacy deficiencies.* (done for each worker who attended classes)
5) *Present a model for implementing a work-site literacy skills enhancement training program.*

Planned Schedule and Revisions

The time line for completion of project activities, Table 6 in the original proposal (attached here), was followed quite closely for activities #4, #5, #6, and #7. The major changes related to activities #1, #2, and #3--task analyses, curriculum, and job mobility charts. Each of these activities was accomplished but they were accomplished in parts across the entire project. This occurred because of the planned strategy of doing one department at a time in order to be able to learn from our efforts and make improvements in each successive offering. Our plan worked well but required more time in curriculum and job mobility charting than we had anticipated. This added time requirement, coupled with a delayed start for the program as the business partner completed construction of a new on-site classroom facility for us, extended the completion of the first three activities across the entire project.

One other change that occurred was that we did not conduct 10 separate department classes as first planned. In doing the task analyses, we determined that several smaller departments needed the same basic literacy skills which centered around computer usage. Classes were held for all these departments simultaneously and as non-grant activities (see section "Objectives" for further explanation).

Project Participants

The participants in grant classes included Departmental classes and GED classes.

Department-specific Classes:

There were roughly 20% of the workforce who volunteered during the grant period for classes that directly served them. The remaining 80% have the indirect benefit of a program and classes now being an established part of this plant's activities, i.e., many will directly be served after the grant period. They also have available the job mobility charts to which they can refer when considering promotions, transfers, and/or future jobs.

Department	Total # of dept. employees	# started classes* (%)	finishers* (%)	dropouts (%)
Pillow Case	96	38 (40%)	12 (32%)	26 (68%)
Automatics	174	35 (20%)	9 (26%)	26 (74%)
Special Sew	98	16 (16%)	14 (88%)	2 (12%)
Fitted Sheets	371	40 (11%)	31 (78%)	9 (22%)
Packaging	201	34 (17%)	29 (85%)	15 (15%)
TOTALS:	**940**	****163 (17%)**	****95 (58%)**	**78 (42%)**

40 packing line employees received (and passed all objectives in) a 3-hour computer introduction to prepare for a new computer assisted inventory management system. totals: ****203** start ****135** finish

** "started class" means pretest given; "finisher" means posttest given.

GED Classes:

From July 1, 1991 to July 1, 1992 there were 128 students attending GED classes for a total of 3,038 hours of instruction. Of these students there were 20 who passed the GED exam during this period. Many of these students started with our department classes or our non-grant computer classes (which had 78 workers participating during this period) generated by our task analyses.

The **GRAND TOTAL** of employees directly served during the grant period is 409 (includes computer classes), with **331** serviced via funded grant activities.

Dissemination Activities

The dissemination activities for this project have been extensive and have included the following:

1) National presentations

40th Annual Conference, American Association of Adult & Continuing Education, Montreal, 10/91

Annual Conference of P.E.O.P.L.E. (Promotion of Excellence in Organizations through Productivity, Leadership and Empowerment), Atlanta, GA, 5/92.

2) State presentations -- State Share Group Meetings (state educators & business people)

11/91 Lexington

2/28/92 Columbia

3/13/92 Columbia SCAACE day workshop

4/24/92 Greenville

6/25-8/92 Myrtle Beach State Ad Ed conference -- our company received competitive state business award for workplace literacy on-site programs.

3) Close cooperation and sharing of materials with the SC Workplace Literacy Resource Center.

4) Full day on-site seminar 8/20/92 for educators and businesses from around SC, NC, & GA.

5) Tours and informal consultations with 20 businesses planning or starting workplace programs.

6) Four newsbriefs to supporters and other textile workplace programs (including places in SC, NC, FL, ME, TX, VA, GA, MD, WA) sharing information and materials.

7) Coverage of our program by the SC Literacy Assn., the SC Chamber of Commerce, the Textile Manufacturers' Assn., and the Governor's Council for Workforce Excellence.

8) Special articles in *Clemson World* (alumni newsletter) and the newsletter *Administrator* (resulting in letters and calls from Ohio, Delaware, Michigan, and others).

Evaluation Activities

The evaluation method was designed and executed by Dr. Nancy Peck. The evaluation of this project was both formative and summative.

For the formative evaluation Dr. Peck used the main objectives, enabling objectives, and project objectives to develop a set of basic project elements. These elements were organized into a monitoring checklist to assess the time and degree of implementation of each element. Implementation of elements was verified continually by monitoring the following data provided: project director's log books; on-site coordinator's log books; instructors' records and test scores; factory personnel records; plant supervisors' and productivity reports; meeting agendas and minutes; and product development. In addition to data provided to her, the evaluator made four on-site visits for observations of training sessions, for interviews, and to inspect records.

Dr. Peck analyzed the project objectives and developed evaluation questions to serve as the basis of summative evaluation. During the course of the project, she recorded, verified, and filed summative data. A final evaluation report was developed at the end of the project. Products developed during the project (e.g., job mobility chart, curriculum materials) were done according to prior specifications.

Formative and summative evaluation records were kept by Dr. Peck who provided periodic oral and written feedback to the project director and staff via the Advisory Team meetings. These records provided descriptive background information for dissemination reports and the final evaluation report that will be helpful to those interested in replicating the project. (Please see Final Evaluation Report.)

Evaluation of departmental classes' success was attempted in two ways--via educational test data and via workplace specific data (e.g., absenteeism and productivity). While the educational analysis was successfully completed, the workplace specific data analysis was not successful.

Efforts to measure job productivity included attendance figures in the first department, production and waste figures by department, and individual productivity records via hours worked and wages. Due to the tremendous variability in worker schedules in the fabrication part of textiles and the relatively short period of educational intervention, we were unsuccessful at getting these measures into meaningful forms for evaluation. A typical fabrication employee may work 4 days one week, be off one week, work 6 days for a couple weeks, etc. It was noted that although the productivity data was there (collected by the business partner routinely) and was available to us, that this type of variability

would require very lengthy data collection and data manipulations to handle covariance and other necessary adjustments. It was estimated that to extract meaningful evaluation data would be a full-time, all project job, and thus impossible for this project.

Without work-specific data, the summative evaluation of class impact rested with the educational analysis. In the first department we attempted to use many measures: 1) a sight vocabulary test of department specific words, 2) an informal reading inventory (IRI), 3) a Cloze test for comprehension of work-specific material, 4) a standardized (ABLE) reading test, 5) a standardized (ABLE) math test, 6) a work-specific math test. Except for 4 and 5, we created all these tests. The results were that many students quit due to excessive pre-testing.

In the next department we eliminated the Cloze and IRI which were most disliked by the students. We also eliminated the work-specific math test because every employee had some examples that were clearly NOT their type of job, and they felt very strongly that they should not have to be accountable for that. The following tests were used in the second departmental classes: 1) a comprehension test -- write sentences for 25 words randomly selected from work-specific vocabulary list (about 175 words), 2) a sight vocabulary test of department specific words, 3) a standardized (ABLE) reading test, 4) a standardized (ABLE) math test.

For the final three departments the same tests were used, except that the standardized vocabulary test was eliminated as inappropriate since we focused on work-specific vocabulary and tested that. In addition, we kept basic criterion measures for the problem solving steps and communication introduction that we taught in these later classes. Students made significant improvements in vocabulary and math scores and also successfully reached criteria for problem solving and communication skills.

Changes in Key Personnel

There were none. We did lose our curriculum person for the last months of the project. She had a severe ankle injury and then took another job with six weeks left in the project. However, we were able to adequately cover for her with the existing staff.

National Workplace Literacy Demonstration Project

award# V198A10139-91

Workplace Literacy: Impacting the Textile Industry

Evaluation Report

Nancy L. Peck

December 23, 1992

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National Workplace Literacy Project

at Clemson, South Carolina

Introduction

The National Workplace Literacy project at the J.P. Steven's textile plant is predicated on the need to upgrade job related literacy skills, resulting in higher productivity in a large fabricating plant in up-state South Carolina. It was designed to impact the textile industry by developing, demonstrating, and sharing the results of a model literacy skills training program with other fabrication plants in the Southeast.

The textile industry, and fabrication in particular, is under continual pressure to retain workers because of rapidly changing technology and pressure from overseas competition. This National Workplace Literacy Project is attempting to identify the resulting changes as they relate to literacy training needed for the workers to keep or shift their jobs. Therefore, workers who receive training in this project should be better able to perform their jobs, increase productivity and have a greater likelihood of retaining their jobs and becoming upwardly mobile within the industry structure.

Purpose

The primary purpose of this report is to assess whether this National Workplace Literacy demonstration project has improved the literacy skills in the workplace and whether that, in turn,

has improved productivity at the This assessment measure can be found in Appendix C. J.P. Stevens plant in Clemson, South Carolina.

A secondary purpose is to determine whether program objectives have been met. The enabling objectives of this program include:

1. the development of a literacy task analysis for current and anticipated jobs in a large fabrication plant
2. the selection and development of curriculum materials for functional context job literacy education
3. creation of a hierarchical job mobility chart based on job literacy requirements
4. completion of an employee literacy audit

The evaluation will be both summative and formative. Part I of the evaluation report will be formative in nature, documenting the process followed, obstacles encountered and/or changes made. This documentation of operation is important if this process is to be replicated in other fabricating plants in the Southeast region. It is also critical that the various program components and activities used in the project be described and documented in order to establish causal links between project participation and project outcomes. Part II will contain the summative data. Both the main objectives and the enabling objectives will be examined to determine if the objectives have been met.

PART I

FORMATIVE EVALUATION

Personnel

Staff Characteristics

The experience and accompanying competency of the staff is a major consideration in a demonstration project of this magnitude. The skill of the project director coupled with the educational background and the plant experience of the on-site coordinator, established a strong foundation from which to operate the literacy project. It became clear early in the process, that it would be necessary for all key players, including the curriculum coordinator and teacher, to work together as a team to plan, develop and implement the various project components. This close cooperation was not always possible due to a weak link in the team, but was circumvented in a successful manner and did not effect the ultimate goals of the project.

Advisory Committee

The advisory committee met weekly and was comprised of the project director, on-site coordinator, curriculum coordinator, plant manager, personnel director, plant training manager, project teacher(s), and when appropriate, the evaluator. These meetings proved to be valuable as the key players discussed and debated issues, shared information with each other, made joint decisions and fine-tuned the project in a collaborative fashion. In August, in an effort to enhance quality development, two

employees and a supervisor were asked to serve on the advisory board to give another important perspective to the decision making process. Notations from these meetings can be found in Appendix A.

Partnerships

The collaboration efforts of the project partners lend strength to the entire operation. The plant manager and personnel director demonstrate commitment to the project and are supportive to the efforts of the team. This was evidenced by their early initiative in promoting this literacy effort, in verbal support at meetings, in memos sent to employees and by their presence at recruitment functions. The company provided the space for the training, building a new classroom specifically for the literacy project and has purchased rewards for completion of the training programs (certificates, banquet etc.). In addition, the Oconee Adult Education division has provided 20 I.B.M. computers and a Network Server, one teacher and necessary instuctional materials. The principal partner, Clemson University, provides the leadership and financial base for the project.

Literacy Task Analysis

Developing a task analysis for each job was an important component of this project. Research indicates that there has not been a job analysis done for a fabrication plant, and if the curriculum and materials are to become job specific, the product

must depend on an understanding of the skills needed to perform each job and the literacy demands that correspond to each skill.

Because the J.P. Stevens plant is so large, the plan of operation was designed to deal with each department separately. This proved to be a prudent decision since workers wanted training to be job specific and skills and applications varied from department to department.

The literacy task analysis for each job within the ten departments became, as was predicted in the proposal, an extensive task made up of several components. The on-site coordinator began the task by obtaining the job descriptions from the training department. She also collected all other relevant printed materials (forms and manuals), to review and analyze.

A random readability check was performed on memos, forms and manuals to determine the difficulty of the materials that the workers were expected to read. The materials were found to vary within a range of 6th - 14th grade reading level with many materials in the upper range. It is clear that a large discrepancy exists between the reading level of many of those participating in the program and the readability levels of the materials being used throughout the plant. Recommendations were made to the plant management, to rewrite the current written materials. It was further suggested that they be sensitive to reading levels of future written documents by reducing the number of syllables in a sentence and reduce the length of the

sentences. Though all members of the advisory committee agreed that this was a good idea, to date, existing materials have not been rewritten, but some effort is being made to simplify currently written material that is circulated through the plant.

At the conclusion of this review, a number of people were interviewed by the site coordinator. The plant manager, the personnel director, the department managers and supervisors and several employees on each shift, were asked to assess need and anticipated response to the literacy project within each department, preferred hours for training, and input requarding the curriculum content. At the beginning of the project, the questions asked were informally posed, and it was recommended by the evaluator that a more structured interview be developed that might be replicated for future literacy projects. This has been done and is included in Appendix B. The next step of the on-site coordinator was to evaluate the tasks involved in each job in the department by observing and talking to the employees.

When all this material was collected, the on-site coordinator with the assistance of the curriculum coordinator, determined the reading, writing, math and problem solving skills needed for each job description. This information became the basis for the development of the curriculum and materials for the literacy skills training. (Appendix C)

Finally, the literacy task analysis for the jobs in each department were charted and used as individualized progress

sheets for participants. (Appendix C) As a total package, they combined to comprise a mobility chart for the entire fabrication plant. (Appendix G)

This same procedure was employed in each department prior to the literacy training classes for that department. This process was time consuming and tedious but a vital ingredient for a successful project.

The major lesson learned, and changes made, at this level were related to the job descriptions of the training team. It was not possible to isolate the jobs of the on-site coordinator, the curriculum coordinator and the instructor as initially perceived. They discovered that all parties needed to operate as a team to understand the task involved and deliver a relevant curriculum. Originally, the site coordinator was to be singularly involved in performing the task analysis. However, the curriculum coordinator and the teacher discovered that unless they were involved in this process also, they could not clearly understand the tasks and the vocabulary required to develop questions for training. Collaboration of the key players was recognised as being essential, but occasionally was problematic due to professional\personal conflicts with a staff member.

After the task analysis was completed for each department, the corresponding development of assessment measures and curriculum began.

Assessment

Collection of Base Line Data

Before classes began, it was important to collect base line data so that the evaluation could determine if, in fact, the literacy skills of the participants had improved and whether productivity was affected. Therefore, both quantitative and qualitative data needed to be collected to assess literacy skills as well as indications of productivity before and after participation in the literacy classes.

The advisory committee spent much time determining which instruments and indicators would reflect change in these areas. Consultants and experts in the field (adult education, reading, etc.) were contacted to find out the most effective measures currently being used nationally. It was concluded that there were few, if any, really effective measures developed to determine literacy level. However, with limitations noted, the ABLE test was agreed upon as a standardized measure and the remainder of the instruments were designed to relate specifically to the skills needed in the fabrication plant in general and each department specifically.

The following instruments were intended to be utilized as base line data for the project:

Literacy Measures

- A standardize measure for reading comprehension - ABLE

- o Informal Reading Inventory
- o Oral Reading Test (PORT) based on job specific and department vocabulary
- o Math test based on the jobs within the department
- o A cloze procedure reading test (Appendix B)

As the classes progressed, many adjustments were made in the literacy measures because the chosen instruments did not appear to be measuring what they were intended to measure. Changes are discussed in Part II of the evaluation.

Productivity Measures

Data collected by plant management were to be used to determine productivity levels before and after the literacy classes. That data included such factors as:

- o time studies
- o quality check information
- o production rates
- o attendance

Analysis of this data were inconclusive. (Part II)

Attitude Questionnaire

The advisory committee developed a list of behavior indicators that might suggest an attitude change that could be accounted for by the intervention of the literacy classes. A measure was developed using these indicators that would be administered to the floor supervisors and participating employees before and after the intervention, to judge whether there had been an

attitude change that could relate to productivity levels in the workplace. The indicators included:

- o attitude toward company
- o enthusiasm for job
- o expertise at current job
- o ability to coordinate with other employees
- o ability to coordinate with supervisor
- o dependability
- o ability to work unsupervised
- o communication skills - verbal/written
- o rate skills necessary for current job placement
- o motivation to do extra training
- o motivation for advancement
- o potential for advancement

The attitude measure results were inconclusive. Specific results are included in the quantitative section of this report. This assessment measure can be found in Appendix B.

Recruitment

It was necessary to recruit employees separately for each of the first six departments, since classes were designed to be department specific. The first step in the recruitment procedure was to set up a meeting with department employees, supervisor, department manager and personnel director, to promote the literacy training. The on-site director explained the process

while the Personnel Director discussed the need for such a class. During the meeting, each employee that was interested filled out a form. A later meeting was scheduled to discuss class times for the potential participants. Time became a problem for many, since classes were scheduled before or after work. The last four deparments were smaller and it was decided that it would be more efficient to collapse them into a single class. The format of this class was computer driven because the needs of the participants could be more clearly addressed by enhancing computor skills.

Incentives

It was obvious to the primary players in this project, that recruitment of the employees of the plant would be important to the success of the program. Many of the workers had been with J.P. Stevens for up to 25 years and felt that there was little new of value to learn. Verbal messages from management regarding technological changes in the plant were important but often not internalized or personalized by the employees. The original intent of the proposal was that the plant would offer paid time for training or give released hours for training. This, initially became impossible because of either increased demands(overtime) or too little work (lay offs). The management wanted to provide monetary incentives, but in the onset of the training, decided that production demands counter indicated such a possibility. When the requests finally did get approval by management, it was too late in the process to implement the

change in lieu of those employees who had already completed the course without monetary or time incentives. Consequently, it was decided by the advisory board, to implement the incentive of one hour pay for three hours work for the next grant. Instead, the advisory committee created other incentives that included completion certificates, perfect attendance certificates and a banquet for those employees completing the literacy program training. In addition those students who satisfactorally completed the GED training, were rewarded with a framed diploma and a cap and gown graduation ceremony.

Program Development

Curriculum/Materials Development

After the assessment tests were developed, and the task analysis was completed, materials were developed for each department that were both generic and job specific. A glossary of vocabulary from each department was collected which became a base for curriculum development. Information for the vocabulary units were gathered from job descriptions, the FSA manual, forms, signs used on job sites and instruction manuals. This proved to be a learning experience for all involved. Modules were then developed in curriculum blocks that included communication skills, reading, vocabulary, writing and math. Each unit included the objective, instructor's activities, student's activities and resources. Samples of these units can be found in Appendix D.

The materials developed for the vocabulary unit included a

computer program that was very popular with the participants. The program used various activities to learn job specific vocabulary. It appeared to both motivate and involve the participants in the classes. Because computers were used as a training tool, it became necessary to teach skills in computer literacy. This component was not included in the master plan, but became a necessary and important prerequisite of the program.

Originally, the curriculum coordinator was designated to develop most of the materials, however, a team approach also seemed to work more effectively in this phase. A progress chart was kept on file for each project participant. Each job title had a corresponding form, with the skills identified to be taught for each person (based on the task analysis). This step tended to personalize the program and provide highly individualized plans. (Appendix E)

The development of the curriculum was challenging and the products impressive. Once again, any problems were quickly noted and fine tuned appropriately.

Implementation of the Program

Implementation of the program was delayed due to problems incurred in building the classroom. This delay caused some anxiety on the part of the staff and participants, and probably contributed to a rocky beginning for the first department. (the pillowcase department) The assessment procedures took longer than anticipated and several of the participants became

discouraged and dropped out of the program. However, the classroom, when finished, provided a good setting for various kinds of instruction and included a small office for the staff. The assessment procedures were revamped and a smoother operation was in place for automatics, the second department.

Schedules and class times likewise needed to remain flexible and offered at the most convenient times for the employees. This convenience would vary from department to department or change with company demands. As a result, teachers needed to be available early in the morning and/or late in the evening, to accommodate as many participants as possible. If less than four participants signed up for any given class time, that class was canceled and students were urged to choose another time. In the beginning, grant classes met 12 times for two hours. As the year progressed, the class time was reduced to 20 hours and finally to 16 hours. This flexibility, again, appeared to be a necessary element of a successful workplace training program.

Continual adjustments were made in the implementation of the program as the teaching team responded to the needs of the class participants. The individual components making up the curriculum changed in sequence, time allotted and emphasis. One reason was due to the changing needs of each department. Another more important reason was that across departments, class participants were encouraged to give feedback, and their responses and reactions to the program helped the project team make appropriate

adjustments in the design and implementation of a curriculum that more clearly met the generic needs of the all the employees. This continual fine tuning of the program emerged as another strength of the project. At the beginning of the training, sessions were devoted primarily to vocabulary, reading and math. As time went on, it became clear that a more motivating format and greater involvement of the participants was needed.

Discussions during class revealed an abundance of problems related to on-the-job communication. Responding to this need, the teacher and team designed a more comprehensive communication unit that included listening skills and interpersonal problem solving skills.

Instruction

To enhance motivation and relevancy, a variety of strategies for the delivery of instruction were used by the teachers. Though there was a workbook and written activities for individualized study, a majority of the classroom instruction was designed with a "hands on" approach. For instance, during the discussion of math problems, rulers and pillow cases from the floor of the plant were used. Similarly, actual materials were cut and measured and 'tools of the trade' were used to demonstrate mathematical concepts. The classes made use of calculators to determine actual paychecks and deductions.

Speakers from management also came in to talk about employee benefits and financial aspects of their jobs. These sessions

demonstrated the usefulness of competency in math skills as well.

The computer programs have also proved to be a highly motivating tool for learning and an incentive to participate in the project. The coordinators agree that computer literacy training will need to be more deliberately built into the curriculum for future classes.

Participants have verbalized that they want an even greater amount of instructional time devoted to job specific activities. In some cases this was possible and the teacher incorporated individualized job specific activities. In many cases, however, it was decided that a more generic approach was more useful to encourage greater mobility within the plant. Lesson plans and schedules can be found in Appendix E.

Quality of Training

The quality of training varied with experience and personality, but was rated high due primarily to the variety of strategies presented and the "hands on activities" that clearly tended to motivate the students. Classes rarely employed lecture as a mode of delivering instruction and depended heavily on discussion. The teacher appeared to understand adult learning preferences and was able to draw out those more reluctant to share ideas and information. Her style was unthreatening to the participants and she was able to keep lesson plans flexible and responsive to unanticipated needs.

The quality of training improved as time progressed because of changes and adjustments that were made in response to the needs of the participants as outlined above.

Post Training Evaluation

Teacher Perceptions

The primary teacher (40 hours a week) was given a structured interview when the project was nearing completion. Her responses indicated that though her experience teaching adults was limited (1 1/2 years) she enjoyed teaching these literacy classes. She felt that the most effective instructional techniques were the use of computers, small group discussion in communication, hands on methods, cross training (students teaching other students), video taping and sessions that were directly relevant to the work site.

The teacher commented that the most successful units were the computer literacy (job specific vocabulary) and communication skills. Participants particularly appeared to enjoy the interpersonal skill building sessions. She further said that the math unit lacked relevance to the work place, though the students seemed to appreciate the "brush up" in math. In addition, she thought that some of the assessment instruments were not relevant to the material taught.

In the teacher's opinion, more materials are needed. Specifically, she would like more computers for vocabulary and

additional math units based on specific skills needed on the job. According to the teacher, the best outcomes of the classes were:

- o participants were surprised that they could still learn
- o enhanced self esteem
- o improved relationships between employees
- o new experiences for the participants such as using computers and gaining insights into their own personality
- o the formation of a support group for each other that in many cases lasted after classes had ended.

When asked what she would like to see changed in the future, her responses included more time, paid attendance for the employees, classes specifically designed to teach reading, more relevant math problems and a chance to follow up with the participants at a later date. (Appendix F)

Perceptions of Class Participants

Employees attending three of the training sessions were asked to fill out evaluation forms at the completion of the training and some were also interviewed by the evaluator. (Appendix F) When asked what they could do now that they couldn't do before taking the course, the typical responses were; use a computer, get along better with my co-workers, and learned more math. Most agreed that the course had helped them meet or work toward personal goals. When asked how they would rate this program they answered:

How would you rate this program?	5	4	3	2	1	r=56 x=mean score
Very interesting	___	x ___	___	___	___	Boring
Very useful	___	x	___	___	___	Totally useless
Much too difficult	___	___	___	x	___	Much too easy
Very useful	___	___	x	___	___	Totally useless
Exactly what I expected	___	___	___	x ___	___	Not what I expected

One hundred percent of those responding said that they would recommend the class to a co-worker or a friend, and 90% responded that the class had helped them meet personal goals. When asked what changes they would make, most answered that they wouldn't change anything, but a few said that they would like more computer work, spend more time on employee benefits and spend more time in class.

In a structured interview with class participants, it was found that they all hoped to improve themselves by taking the training and some felt that it could have an effect on their job mobility. All of the respondents liked the course in general but preferred the unit on communication. They said it gave them a chance to discuss their on-the-job frustrations and learn how to work more

effectively with their co-workers. Because they felt that much of the plant tensions are caused by the supervisors, they wished that they would be required to take the classes also. Those that were interviewed that had dropped out of classes, gave as their reasons; family crises, lay offs, and one college graduate felt that the class was too easy for him.

Participation of Workers

The dropout rate of those employees who showed interest during the recruitment meetings but did not show up for classes, was disappointing to the staff and carefully analyzed. In addition, the rates of those who began the classes and then dropped out were higher in the beginning than anticipated.

Table 1 - Department-specific Classes Enrollment/Dropout

Department	#employ	#started	% dept.	#finish	#dropout	#reten.
Pillow Case	96	38	40%	12	26	32%
Automa-tics	174	35	20%	9	26	26%
Special Sew	98	16	16%	14	2	88%
Fitted Sheets	371	40	11%	31	9	78%
Put-up	201	34	17%	29	5	85%
Totals:		163		95	68	58%

In the first department, the pillowcase department, the dropout rates were particularly high. A number of factors appear to have influenced this phenomena, including:

- o over-testing the first week
- o misleading expectations that all material would be job specific
- o a delayed start up time due to an unfinished classroom
- o no tangible incentives for the employees
- o misunderstanding of intent of the program

Changes and adjustments were made in the succeeding departments to respond to these factors and encourage a higher rate of retention.

Though numerous changes made to improve the retention levels, by the time the automatics classes had begun, the plant began to require over-time from most of it's employees and the resulting effect was that there was no time left for class. In other cases, employees were laid off because there was no work in their specific departments. For many, the plant was too far from their homes to attend classes when not coming for work. These situations were out of the control of the project team and can not be attributed to the project effects. The attendance and retention in the remaining classes was considerably higher and may have indicated improved curriculum design operation.

Recommendations and Changes

A number of recommendations were made throughout the duration of the course. These recommendations were discussed by the advisory board,

and upon consensus, the appropriate changes were put in place. The recommendations and subsequent changes are listed below:

- Plant managers encouraged participation and clearly supported the program but were unable to initially give any tangible incentives (money or time). When permission finally arrived from top management, the program was more than half completed. The advisory board decided that in fairness to the participants that already completed the course, the incentive would be deleted until the next grant. An evaluation will be made in a subsequent grant whether this incentive tended to cause greater participation in future classes.

- Materials were written by plant officials with little sensitivity to reading levels of workers in the plants. It was recommended that many of the materials, particularly memorandums, be rewritten with shorter sentences and a reduction of multi-syllable words. The curriculum coordinator agreed to assist the plant personnel to that end. New materials written within the plant were easier to read, but no attempt was made to revise materials already written. This decision was outside the control of the grant personnel.

- The interviews with all levels of plant employees, were structured and written to enhance replication of the project.

- A class participant was added to the Advisory Committee to

represent the employees point view.

- In development of the literacy task analysis, it was suggested that the following components be included to assist in the replication:
  1. task
  2. education skills involved (literacy level)
  3. curriculum content indicated
  4. assessment measure
  5. expected outcomes

- During recruitment, the presentation to participants was revised to give the participants a clearer picture of the expectations and anticipated outcomes of the class. It was necessary to stress the need for both a broad based curriculum as well as a department specific curriculum to accommodate the possibility of mobility within the plant.

- Testing procedures and instruments were adjusted to accommodate the needs of the participants. The result was a reduction in the amount of assessment material and therefore, in the amount of class time devoted to testing. Though not anticipated, employees reacted negatively to the amount of testing and many dropped the class as a result. In addition, it was determined by grant personnel as well as the evaluator, that the tests were not, in fact, measuring what was being taught in the class.

- Staff realized that it was necessary to give immediate feedback to class participants regarding test scores and progress in class to reduce anxiety.

- A qualitative measure was needed to judge whether participant needs were being met so that appropriate changes could be addressed. In response, the staff developed an open ended evaluation form to be administered to participants at the end of the session to get an anonymous gauge to various class factors.

- There was an apparent need to develop a more relevant math curriculum.

- Task analysis determined that the primary job-specific skills needed in the last five departments were computer skills. Therefore these five departments were collapsed into a single class providing introductions to Word Perfect, DBase, and LOTUS.

All of the recommendations for changes mentioned above were made within the duration of the grant.

PART II

SUMMATIVE EVALUATION

Most of the enabling objectives of this project relate to the development of a product or a process. The outcomes are rather straight forward and can be verified by observation of the existence of the product or of the process in operation described in Part I. of the evaluation. The main objectives, however, will yield quantitative data appropriate for statistical analysis.

All of the main objectives and enabling objectives will be examined here to assess whether, in fact, those objectives have been met. The evaluation questions related to the objectives outlined in the proposal, will be used as guidelines for this analysis.

Main Objectives

1. Did workers who volunteered for training in the project increase basic literacy skills?

Literacy skill gains were measured with academic skill tests. The choice of tests underwent numerous changes during the life of the project. The primary reason for this was the inability to find standardized measures that tested the skills being taught. In addition, the informal measures developed did not live up to expectations and the participants were clearly put off by rigorous testing procedures or indeed, by any testing at all.

Assessment measures were administered to the five fabrication departments that received department specific educational classes. Those departments include Pillow Cases (PC), Automatics(A), Special Sew (SS), Fitted Sheets (FS) and Packaging (P). The original plan called for an Informal Reading Inventory (IRI), the CLOZE Reading Test, workplace specific tests in vocabulary and math, and standardized tests in vocabulary and math from ABLE. They found that this was testing "overkill" and many students dropped out of class as a result. With only 10 per analysis, no significant differences for any educational measure was found, except for the CLOZE test with students who attended at least 20 hours of class. This is a comprehension test but it was also the measure most disliked by the employees. Thus, in the next department, only the work-specific vocabulary list,(a 25 sentence comprehension test for words randomly selected from the vocabulary list) and the TABE were administered. For the last three departments the TABE vocabulary test was dropped. Small numbers, due to the uncontrollable working conditions changes in the second department, prohibited meaningful analysis. For the last three departments (SS,FS,P) there were significant pre/post educational test score differences for vocabulary, comprehension, and math tests, except for comprehension in SS.

2. Did workers who volunteered for training in the project increaseproductivity in the workplace?

Two approaches were used to evaluate productivity. An attitude scale was designed to measure employee attitudes before and after class training. This involved a pre-post questionnaire that both employees and their supervisors filled out on all employees from each department. This questionnaire covered areas of company attitude, personality, motivation and perception of general and job specific academic skills. It was surmized that on-the-job attitudes of the employees were relevant to job productivity.

The data was analyzed and presented in four ways: the overall differences between employees and supervisors before classes started, the differences between employees questionnaire responses of class participants and other in the department, the differences between supervisor questionnaire responses about class participants and others in the department, and the pre/post differences for the educational measures of class participants.

For data comparisons between employees and supervisors there were two general findings. First, the supervisors's ratings of employees comments(attitude) toward the company (question #1)were significantly higher than the employee ratings of their own comments (attitude). This held true for four of the five departments (not SS). Second, employees rated themselves significantly higher than did their supervisors in virtually all other items. This included significant differences on nine items (#'s 6, 7, 8, 13, 14, 15, 16, 18, 20) in all five departments, on five items's(3, 5, 9, 10, 11, 19) in four departments, and on three items (#'s 2, 3, 12) in three departments.

Only items #4 and #17 were not significant most of the time(for 4 out of 5 departments). The obvious conclusions are that supervisors do not fully know their employees' true attitudes toward the company and that employees and supervisors do not agree on the abilities of the employee. Both of these are predictable outcomes.

For the questionnaire differences between class attenders and nonattenders there were very few, scattered significant differences for employee ratings. In general, differences did not change after classes were held. For supervisor ratings there were different patterns for different departments. For A and SS there were no significant differences before or after classes. For FS there were significant post-class differences with class attenders rated higher for #'s 1 and 6 and almost for #'s 7 and 8. For PC there were significant post- class differences with class attenders rated higher for #'s 1 through 8. For P significant differences were in the nonattenders' favor for #'s 6, 8, 13-16, and 19 with #'s 7, 11, 12, and 19 also coming close to significance.

Additional job performance analysis was deemed inconclusive due to the short duration of class time and the limited number of employees attending an entire course. Efforts were made to analyze attendance, production rates and individual plant performance. Results were inconclusive because of the short duration of training, and the limited number of employees participating in the program at any one time. In addition, the tremendous variability in product demand caused variability in hours and days worked. This coupled with the

change of machines and processes within the plant, made it impossible to determine short term effectiveness of the literacy program. A longer tracking period would no doubt yield meaningful results.

3. Did the literacy training efforts increase for a significant number of factories?

This objective was met as evidenced by the number of companies that visited the plant, made follow up visits and asked for help in planning similar programs in thsir own plants. A network was formed among textile plants as well as others interested in literacy program that allowed from feedback, the extent of the impact of this demonstration grant project on replications or other similar literacy projects. In addition, the evaluation questionaire from 12 seminar participants indicated that the seminar motivated them to involve their business in workplace efforts.

Enabling Objectives

1. Was a set of literacy demands identified for each job at this factory?

A detailed task analysis was completed for ten departments in the fabrication division of the J.P.Sevens textile plant. Appendix __

2. Was the curriculum appropriate for each job, selected or modified

to match identified literacy demands and specific job functions?

A thorough study was made of the materials developed for the grant by the evaluator. The materials developed were judged to be superior and meeting all the requirements set out in the proposal. (Appendix D)

3. Was a chart describing job mobility lines based upon identified current and future literacy demands created?

A Mobility Chart was completed and can be found in Appendix G.

4. Was a worker literacy audit plan developed and implemented?

Since the assessment of need had been determined by plant management before the proposal was written, and indeed was the premise for initiating the proposal for a literacy in the workplace program, it was decided that any further assessment would be redundant.

5. Were other textile plants informed of results and findings?

Since this project represents the first effort to perform an extensive task analysis in the apparel industry, it became essential that the process and results of this demonstration grant be widely disseminated. Throughout the grant, dissemination was accomplished through numerous means:

o Newsletters and publications of the S.C. Textile Manufacturers Association, Clemson World, S.C. Office of Adult Education, and S.C. and N.C. Literacy Council and the S.C. Chamber of Commerce.

o Newspaper articles

o Clemson Apparel Research Computer Network: Apparel Management Information Service (AMIS)

o Periodic updates and information sent to supporters and other textile workplace programs

o State Workforce Literacy Resource Center (statewide dissemination)

o National Presentations were made at the American Association for Adult and Continuing Education (AAACE), 40th Annual Conference of the American Association of Adult & Continuing Education, Montreal, 10/91, Annual Conference of PEOPLE, Promotion of Excellence in Organizations through Productivity, Leadership and Empowerment), in Atlanta, GA, 5/92.

o State presentations - State Share Group Meetings - in Lexington, Columbia, SCAACE day workshop, Greenville and the State Adult Education Conference in Myrtle Beach(6/25)

o Visits from over 20 companies including Mayfair Mills, Michelin Tire Corporation, Phillips 66, Schumberger Industries, L.P. Stevens plant managers throughout the Southeast and others.

o A seminar entitled **Winning the Race for Literacy in the Workplace.** Nearly 100 people attended from across the state and textile plants in the Southeast. (program detailed in Appendix H)

Conclusions

The workplace literacy project at the J.P. Stevens Textile plant was both effective and successful. The project changed the lives of the participants in significant ways. It impacted literacy skills, increased literacy skills, constructed a task analysis for each job, developed curriculum to match identified needs, created a mobility chart and disseminated information on each effort.

In addition, the project affected the self esteem of numerous workers. Class participants and supervisors agree that the employees involved feel better about themselves, are better able to solve problems on and off the job and get along better with their co-workers because of improved communication skills. Participants further agree that are able to do things on the job that they were unable to do before and feel more confident that they can keep their jobs and in some cases aspire to higher level jobs within the plant.

Though consistent feedback from plant managers and class participants confirms these conclusions, precise quantitative indicators for literacy and production levels were difficult to measure. This was due to the lack of standardized measures that reflect what was taught in the classroom and variables that interfered with the meaningful measurement of production indicators. As a result, quantitative measurement does not capture the essence and contribution of this literacy project to the textile industry and the L.P. Stevens plant in

particular. The staff with the evaluator, continue to explore ways to more accurately demonstrate the impact of this and continuing workplace literacy projects.

One way to assess the impact of the project on the plant and the participating employees, is to examine the positive spin offs that were generated within the plant as a result of the project:

o Employees from the classes put in numerous volunteer hours to produce a newspaper, that by all accounts increased general communication within the plant and improved employee moral.

o Management from neighboring J.P. Stevens plants became involved in the process.

o Many of the class participants became 'hooked' and went on to take more training classes including the GED and computer specific classes.

o Communication within the plant improved between management and employees.

o There was a merger with the training department which lead to improvements in overall training efforts.

o As results of this project are becoming known, a dialog between and among others plants is increasing and in turn, improving literacy efforts within the workplace.

The key to an effective workplace literacy program appears to be flexibility. The flexibility that allows a project to be sensitive to the needs of the plant and the employees, by responding with the necessary changes. Demonstration grants of this nature and in this

way, lend themselves to long range evaluation that is of particular value to the ultimate growth of a textile plant in a growing and changing technology.

THE ANIMAL IN YOU:

A Discussion of Personality Types

from The Two Sides of Love

1) Look through the words/phrases found in the four boxes (L, B, O, and G boxes)
2) Go through each box and circle as many words and phrases as describe who you are **CONSISTENTLY**
3) Double the number of words/phrases you circled to come up with a total score for each (for ex: If you circled 6 words/phrases in the L box, your score for the L box is 12)
4) Take the scores and put them on the graph below the survey
5) Connect the dots

Two Important Things:

1) Score yourself on how you relate to the most important people in your life (since some folks act very differently at work, you may want to do the survey again, thinking of how you behave towards your coworkers)
2) Score yourself on how you consistently are and act towards others **right now** - not on how you want to act - BE HONEST!

L

Takes charge	Bold
Determined	Purposeful
Assertive	Decision maker
Firm	Leader
Enterprising	Goal driven
Competitive	Self-reliant
Enjoys challenges	Adventurous

"Let's do it now!"

Double the number circled _____

B

Deliberate	Discerning
Controlled	Detailed
Reserved	Analytical
Predictable	Inquisitive
Practical	Precise
Orderly	Persistent
Factual	Scheduled

"How was it done in the past?"

Double the number circled _____

O

Takes risks	Fun-loving
Visionary	Likes variety
Motivator	Enjoys change
Energetic	Creative
Very verbal	Group oriented
Promoter	Mixes easily
Avoids details	Optimistic

"Trust me! It'll work out!"

Double the number circled _____

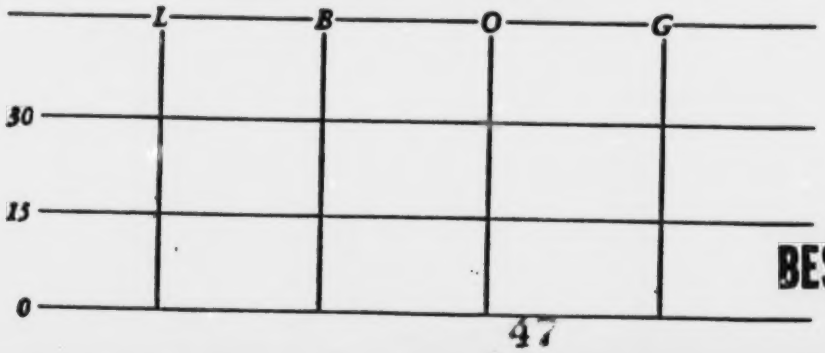
G

Loyal	Adaptable
Nondemanding	Sympathetic
Even keel	Thoughtful
Avoids conflict	Nurturing
Enjoys routine	Patient
Dislikes change	Tolerant
Deep relationships	Good listener

"Let's keep things the way they are."

Double the number circled _____

Personal Strengths Survey Chart



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• *The Two Sides of Love*, Gary Smalley & John Trent, Focus on the Family Press

Discovering the Strengths of a Lion

Lions are the first of our four animal friends we will discuss. Lions are "King of the Jungle" in both business and personal relationships. They have admirable strengths such as being decisive, purposeful and great at conquering challenges. However, because they can be so hard on problems, they can also be hard on people.

Seven General Traits of a Lion

1. *Lions Are Born Leaders*

Lions are self-motivated; they don't need alot to keep them going - just point them in the right direction!

Often, lions resist being controlled by anyone. A strong-willed child is a little lion. They allow you to live in your house!

Lions are visionaries; they have a mental picture of how things should be and take whatever charge is needed to make their vision a reality

2. *Lions Like to Accomplish Things With Immediate Results*

Lions feel very strongly that "life is a series of problems they need to solve or challenges they need to meet." Because of this philosophy, they act in certain ways:

Lions don't like to relax around home - they need to be doing something; if you enjoy relaxing, a lion can really get on your nerves and maybe even make you feel guilty for not being productive!

Lions love projects: if no project is around, they can start making people (like friends and spouses) their project; they'll try to "improve" or "motivate" you

Lions need to accomplish something - lying around on Myrtle Beach doesn't accomplish anything: "Let's go jogging or find 100 sharks' teeth or something!"

+ Lions can achieve great things - do the impossible
- Projects can be pushed ahead of people
- Lions are prone to workaholism

3. *A Lion's Time Frame is Now!!*

If you work for a lion boss, his time frame is NOW. She might give you a project and say, "I want you to do this NOW." 20 minutes later, she comes to you with another project. "But you just gave me a project," you say. "Yes. But that was 20 minutes ago. I want you to do this now."

Spouse Lion Talk: "Dinner needs to be ready NOW."
Parent Lion Talk: "Stop crying and grow up NOW."
Baby Lion Talk: "Change my diaper and feed me NOW."

How Do Other Animal Friends React to Lion Now Intensity?

Lions can be so intensely into a project or just thinking about an upcoming project that they can look angry even if they're not.

Golden Retrievers and Otters shy away from lion intensity; Lions sometimes use their intense nature to shield them from "stupid" questions or interruptions or to gain emotional space that can create isolation from others

*Lions need to be very careful to check and see how much input they let others

From *The Two Sides of Love* by Gary Smalley & John Trent, Ph.D.

give in decisions making

4. *Lions are Decisive*

Tied in with their need to lead, control and accomplish things now is the ability to make decisions quickly: Lions can and will make decisions with or without the facts and often without asking anyone for advice.

Lions tend to say things like: "This is a no-vote decision. It's final."

+ We need Lions who can make quick decisions sometimes (like emergencies)
- The "It's Final" attitude can destroy relationships

5. *Lions Want* Readers Digest-*Length Communications*

Lions gag at small talk: they like short sentences, sticking to the point, and getting past the talk to "Let's do something!"

Lion Talk: "Let's get to the point of this conversation. Talk about something important - not just "How's your day been?"

+ Lions are great at getting to solutions
- But it take time to develop good relationships

6. *Lions Often Feel Challenged by Questions*

Asking questions to a hyper Lion is often interpreted as a personal challenge - not a reasonable request for information; many Lions marry Beavers and Retrievers who have a natural bent toward question-asking. Denying Beavers and Retrievers the right to ask questions will harden them and shut the door to meaningful relationships.

*Slow down, Lion, and look at all the sides of an issue

*Realize a loving home is more important than simply demanding loyalty

*Don't interpret Beavers' and Retrievers' need for clarification as a challenge to your authority

7. *Lions Are Not Afraid of Pressure or Confrontation*

Lions thrive on pressure; they put a great deal of pressure on themselves and others (Beavers and Retrievers **do not** thrive on pressure)

Lions don't flinch at confrontation (otters and retrievers do)

- Lions can hurt others without even realizing it
- They can terrorize others with harsh language and attitudes; intimidate folks

*Remember Lion: "You can win every verbal battle, but lose the war and the prize of your family's and friends' hearts"

Trait Review

1. Lions are Born Leaders
2. Lions like to accomplish things with immediate results
3. Lions' time frame is now!
4. Lions are decisive
5. Lions want "To the Point" communication
6. Lions often feel threatened by questions
7. Lions are not afraid of pressure or confrontation

If You're A Lion, Don't Pull Your Claws Out. Just Learn When To Retract Them!

Discovering the Strengths of a Beaver

When you think of a beaver, what pops into your mind? We have a saying: "Busy as a beaver." And beaver dams often require dynamite to destroy them. Beavers are the real workers in our Wild Kingdom of animal friends.

Seven General Traits of a Beaver

1. *Beavers Keep Close Watch on Their Emotions*

Beavers can love and be committed to folks as much as any animal friend, but

Beavers often have trouble expressing their emotions; they tend to hold back in relationships

2. *Beavers Actually Read Instruction Books*

Beavers like to do things "by the book"; they follow manuals

Beavers like to be able to plan things and don't handle unexpected situations exceptionally well

Beavers do what they think is right - they are hard on issues and often on people, too

\+ Beavers make great quality control folks at home and work

\- The problem for Beavers is that much of life and relationships does **not** go by the book; unexpected things usually happen

3. *Beavers Like to Make Careful Decisions*

Beavers are very careful and slow decision makers; they like to be <u>certain</u> the decision is the best

+To Lions and Otters, Beavers can seem to be overly cautious, but 90% of the time, their careful manner can head off poor decisions

-Sometimes Beavers can be too careful and miss excellent opportunities

4. *Beavers Like Using Their Critical Skills to Solve Problems*

Beavers <u>love</u> detail! They like maps, drawing diagrams, checking for dust, etc.

Beavers like organization - they roll their socks and store them by color and stuff!

Beavers are very good at using their analytical skills to take things (like problems) apart

Beavers have a <u>deep</u> dislike of being wrong and desire to do everything right

\- Beavers are very good at taking people apart when they're angry and can become piercing critics

5. *Beavers Live by the Motto "Let's Do This Right"*

"If it's worth doing, it's worth doing right" is a Beaver motto

Beavers like doing things with precision and accuracy; that crooked picture on the wall won't bother a lion but it will drive a hyper Beaver crazy!

*Beaver person, make sure your need for perfection in a project doesn't override the folks behind it

From *The Two Sides of Love* by Gary Smalley & John Trent, Ph.D.

6. *Beavers Tend to Turn Anger Inward*

Of all our animal friends, Beavers are the most prone to depression and associated physical problems; depression is defined as anger turned inward. When angry, Lions roar and Otters verbally attack, but Beavers tend to turn anger on themselves.

Mistakes make Beavers angry at themselves; for Beavers, making a mistake says that something is wrong with them as a person

Beavers like clear directions and the freedom to ask questions

They thrive in a non-critical atmosphere and do their best work there

-Beavers need to guard against assuming that everyone sees the same problem or in the same way as they do

*Understand that both Beavers and Golden Retrievers tend to slow down under pressure

*Parents of Beaver children need to praise and encourage Beaver children's character and not just their accomplishments; try to take the pressure of always performing perfectly off your Beaver children

*Beavers need to learn that it's o.k. to fail and to call for help when it's needed

*If you *live* around Beavers, try to keep in mind that Beavers are very sensitive to criticism

7. *Beavers Tend to Focus on the Past*

A Beaver's primary time frame is the past; they want a track record to look back on

Beavers like knowing how something was done before and if it worked then, they'll stay with it now

Beavers tend to look to the past to explain present situations or problems in life, work, etc.

+Beavers make exceptional workers

-If life hasn't gone well for a Beaver in the past, it is hard for them to expect the future to be better

Trait Review

1. Beavers keep a close watch on their emotions
2. Beavers actually read instruction books
3. Beavers like to make careful decisions
4. Beavers like using their critical skills to solve problems
5. Beavers live by the motto "Let's do it right!"
6. Beavers often turn anger inward
7. Beavers tend to focus on the past

Being A Beaver Is Great, But Make Sure You Don't Let The Past And Your Natural Desire to Back Away Keep You From Relating Well To Others In The Present!

Discovering the Strengths of an Otter

The overriding drive for a Lion is to conquer and accomplish something. Beavers like to do things right and in a quality way. Think about otters: otters like to float around on their backs and balance food on their tummies. Otter people are kind of like that, too!

Seven General Traits of an Otter

1. *Otters Just Want To Have Fun*

Otters are motivated by the drive to have fun and enjoy life

If you have an Otter child, they probably find creative ways to bathe, eat, sleep, etc.; if you are married to an Otter, they probably are full of spontaneity, a d surprises - they can turn a one-hour project into a three-hou adventure!

+Beavers and Retrievers enjoy the fun-loving attitude of Otters, but

- Otters need to remember that other animal friends need deep conversation and will starve from surfacy talk. Others might tell Otters something like, "Don't you *ever* get serious?"

*Have good, safe fun Otter, but don't avoid serious discussions and issues

2. *Otters Are Great At Motivating Others To Action*

Otters are great at motivating people: they can get people to do thing they might not do otherwise; "Trust me!" is a favorite Otter saying

+ Otters can capture an audience and encourage the fainthearted

+ They have a natural gift of gab that that give the workplace or home extra energy and drive

* Otters need to think through the consequences of "fun" things they do: "I don't think we can make it across the lake." "Sure we can. Let's go!"

3. *Otters Tend To Avoid The Fine Print*

Otters avoid details and manuals; they are great at "winging it"

Otters are innovative; chefs and artists do great things when they leave manuals alone and use their imaginations

- Some things need to be done by the book; Otters like to tape things up but some things need to be fixed correctly (like brakes and conflicts)

4. *Otters Focus On The Future*

Otters tend to live their lives looking toward the future; this makes them almost immune to worry (99% of all problems exist in the past or present) so

+Otters are optimistic even during bad times

- Otters married to the other animal personalities need to be sensitive to others' need for a track record; this difference in viewing time can cause some very serious problems in a relationship ("I promise I will change" vs. "You haven't changed yet")

From *The Two Sides of Love* by Gary Smalley & John Trent, Ph.D.

5. *Otters Tend To Avoid Confrontations At All Costs*

Otters have trouble confronting others or tackling difficult discussions

- Difficult issues and problem resolution cannot be avoided if Otters are to have healthy relationships with others

- Procrastination in dealing with "no fun" problems can make problems worse and can even kill relationships

6. *Otters Are Tremendous Networkers*

Otters are great at getting people together; they know people, who know people who know people (if you need a job lead, check with an Otter!)

They have a natural ability to meet people; never meet a stranger

Otters love to be part of a group; while Retrievers tend to shy from large groups, Otters get revved up in front of a group

Otters tend to be compulsive - this can lead to some great times, but it also can lead to trouble, too

7. *Otters Are Very Susceptible to Peer Pressure*

Otters are people-pleasers; they long to belong, fit in, and be liked by others

Otters are very easily swayed by a crowd

*Parents of Otter children need to develop healthy, strong friendships with their children to help them through the difficult teenage years when peer pressure is so strong

* Otters need to learn that pleasing people and being apart of the crowd is not always the most important or even the best thing

Trait Review

1. Otters just want to have fun
2. Otters are great at motivating others to actions
3. Otters avoid the fine print
4. Otters focus on the future
5. Otters avoid confrontation at all costs
6. Otters are tremendous networkers
7. Otters are very susceptible to peer pressure

Otters Find It Easy To Be Easy On People And Problems - They Take Life Easy (Otters don't get ulcers, but they might give them!)

But Remember, Otter Friend, Life And Relationships Very Often Do Need To Be Taken Seriously!

Discovering the Strengths of a Golden Retriever

Of all our animal friends, the Golden Retriever is the one with a sign on their head that says, "I like you. I'll be a great friend."

Seven General Traits of a Golden Retriever

1. *Above All, Golden Retrievers Are Loyal*

Retrievers are loyal. Because of their great loyalty, Retrievers can absorb tremendous emotional pain and still stay committed to the one hurting them

Retrievers can sit for hours listening to the problems of one they are committed to - even to people they don't even know! (Something about a Retriever says, "Call me. I'll listen to your problems for hours.")

+Retrievers are loyal to companies, churches, and organizations

- People can take advantage of Retrievers' loyalty

2. *Golden Retrievers Have A Strong Need For Close Relationships*

Both Otters and Retrievers have a strong desire for relationships. The difference is in the depth of the relationships. Otters may have five "best friends" - a best friend at work, a best friend at school, and so on, but they only know these friends about an inch deep. Retrievers won't know as many people, but they will know them very well

Retrievers especially want intimacy in marriage so being married to a Lion (busy with projects or just busyness), a Beaver (emotionally reserved), or an Otter (outgoing personality, surfacy) can be very frustrating for a Retriever

Retrievers have friendships for life - they still remember their friends in elementary school!

3. *Golden Retrievers Have A Deep Need To Please Others*

Retrievers aren't people-pleasers in the same way as Otters. They have a genuine desire for others' best interests

Retrievers will set aside their own needs to serve others

+ Homes and organizations benefit from the concern of Retrievers

4. *Golden Retrievers Have Hearts Full Of Compassion*

Retrievers will give you the shirt off their backs

Retrievers are very sensitive to how others are feeling and can spot hurting people when Otters and Lions won't see anything wrong

A Retriever's sensitive heart that feels the hurts of others is very easily hurt by others

* If you have a Retriever child, don't let them take the full weight of the family's problems on their shoulders - they will if you let them

* If you have a Retriever person in your life, remember that words which barely scratch a Lion can rip a Retriever apart

From *The Two Sides of Love* by Gary Smalley & John Trent, Ph.D.

5. *Golden Retrievers Define The Word* Adaptable

Retrievers will rearrange their entire lives - schedules, emotional needs, wants, etc. - for others

+Retrievers' adaptability helps keep harmony in the home, workplace, and relationships, but

- Retrievers have a potential for *codependency* - a situations in which the Retriever enables a person to live an healthy lifestyle (i.e. a woman who "protects" her alcoholic husband by lying to his boss about why he missed work)

- Retrievers can become victims of abuse if their adaptability is out of balance

6. *Golden Retrievers Often React To Sudden Changes*

Prepare a Retriever for change! Lions and Otters thrive on change but Retrievers don't like sudden change. Sometimes if Lion and Otters push too much change on their Retriever spouses and friends, they are met by a teeth-baring snarl!

Retrievers feel used when they have to go along (loyalty) with something they had no part in discussing

* Give Retrievers enough time to adjust to decisions involving change
* Let Retrievers be part of the decision-making process
- Retrievers can be "walked all over" if they are not careful

7. *Golden Retrievers Hold Stubbornly To What They Feel Is Right*

Retrievers are soft and adaptable, but they aren't wimps!

Retrievers will hold tenaciously to something they believe is right; sometimes they'll give their lives, job, money, and friends up for their convictions

Retrievers will follow a leader they respect to the ends of the earth; but push them and they won't budge an inch!

Trait Review

1. Golden retrievers are loyal
2. Golden retrievers have a strong need for close relationships
3. Golden retrievers have a deep need to please others
4. Golden Retrievers have hearts full of compassion
5. Golden retrievers define the word *adaptable*
6. Golden retrievers often react to sudden changes
7. Golden retrievers hold stubbornly to what they feel is right

Retrievers Are Great To Have As Friends, But Retriever Friend, Don't Expect Everyone To Be Able To Meet Your Need For Deep Levels Of Relationship. And Don't Let Your Natural Desire To Please And To Care For Others Place You In Unhealthy Relationships.

Animal Zoo Review

Directions: Use L, B, O, or G to identify the following animal types:

_____ 1. It seems like Julie knows everyone in the plant!
_____ 2. This coworker likes to tell you what and how to do things.
_____ 3. Madeline loves J.P. Stevens - she'll stay here no matter what.
_____ 4. Sometimes I wonder if Cathy ever thinks about the consequences of her actions.
_____ 5. Mary can make quick and "final" decisions.
_____ 6. Steve can really analyze a problem and decide how to solve it.
_____ 7. Connie is really good at listening to you.
_____ 8. This supervisor gets really upset when you ask a question.
_____ 9. Sometimes you wonder if Barry ever takes his job seriously.
_____10. Joyce can't stand to do something half-way.
_____11. That guy doesn't know the meaning of the word "Relax."
_____12. Paul hates small talk.
_____13. Sometimes Mark looks mad all day when he's trying to get something done.
_____14. Bertha takes so long to make decisions - but they're usually right.
_____15. Kyle doesn't have many friends, but those he has, he really knows well.
_____16. Joey tends to do whatever his friends do - even if it isn't smart.
_____17. When Anne was critisized by her supervisor, she didn't say anything. She just got real quiet.
_____18. Susan sent me a card on the anniversary of my father's death.
_____19. Jan doesn't pay attention to detailed instruction very well.
_____20. Marge tends to get upset when the way we do something changes suddenly.

ORDER OF BREAKOUT SESSIONS

Group 1	Session	Location
Session 1	Workplace Communication, Vocabulary, and Math	Classroom 1
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	PALS, GED, Basic Skills & Computers	Classroom 2
Session 3	How to get a program started	Classroom 3
Session 4	Fabrication Plant Tour	Small Conference Room
4 pm	*Panel Discussion*	*Large Conference Room*
Group 2		
Session 1	PALS, GED, Basic Skills & Computers	Classroom 2
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	How to get a program started	Classroom 3
Session 3	Fabrication Plant Tour	Small Conference Room
Session 4	Workplace Communication, Vocabulary, and Math	Classroom 1
4 pm	*Panel Discussion*	*Large Conference Room*
Group 3		
Session 1	How to get a program started	Classroom 3
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	Fabrication Plant Tour	Small Conference Room
Session 3	Workplace Communication, Vocabulary, and Math	Classroom 1
Session 4	PALS, GED, Basic Skills & Computers	Classroom 2
4 pm	*Panel Discussion*	*Large Conference Room*
Group 4		
Session 1	Fabrication Plant Tour	Small Conference Room
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	Workplace Communication, Vocabulary, and Math	Classroom 1
Session 3	PALS, GED, Basic Skills & Computers	Classroom 2
Session 4	How to get a program started	Classroom 3
4 pm	*Panel Discussion*	*Large Conference Room*

TRY This Now!

1) Look through the words/phrases found in the four boxes (L, B, O, and G boxes)
2) Go through each box and circle as many words and phrases as describe who you are **CONSISTENTLY**
3) Double the number of words/phrases you circled to come up with a total score for each (for ex: If you circled 6 words/phrases in the L box, your score for the L box is 12)
4) Take the scores and put them on the graph below the survey
5) Connect the dots

Two Important Things:

1) Score yourself on how you relate to the most important people in your life (since some folks act very differently at work, you may want to do the survey again, thinking of how you behave towards your coworkers)
2) Score yourself on how you consistently are and act towards others **right now** - not on how you want to act - BE HONEST!

L

Takes charge	Bold
Determined	Purposeful
Assertive	Decision maker
Firm	Leader
Enterprising	Goal driven
Competitive	Self-reliant
Enjoys challenges	Adventurous

"Let's do it now!"

Double the number circled _____

B

Deliberate	Discerning
Controlled	Detailed
Reserved	Analytical
Predictable	Inquisitive
Practical	Precise
Orderly	Persistent
Factual	Scheduled

"How was it done in the past?"

Double the number circled _____

O

Takes risks	Fun-loving
Visionary	Likes variety
Motivator	Enjoys change
Energetic	Creative
Very verbal	Group oriented
Promoter	Mixes easily
Avoids details	Optimistic

"Trust me! It'll work out!"

Double the number circled _____

G

Loyal	Adaptable
Nondemanding	Sympathetic
Even keel	Thoughtful
Avoids conflict	Nurturing
Enjoys routine	Patient
Dislikes change	Tolerant
Deep relationships	Good listener

"Let's keep things the way they are."

Double the number circled _____

• *The Two Sides of Love*, Gary Smalley & John Trent, Focus on the Family Press

Appendix A

Advisory Committee Meetings

3/20 – 5/15/91

ADVISORY COMMITTEE meeting summaries

3/20/91 8:30-9:00 am Jody, Becky, John, Anna, Bill

*Bill: interview of Brenda Bogan at 3:15 today; Lisa von Sprecken and Susan Baxter withdrew; decision to be made today we hope.

*Anna: assessment of pillow case department going well--should finish on Monday (need readabilities from Bill). Can begin with curriculum person then and should have 1st classes on schedule (April).
Supervisors & dept. heads are very positive; workers are very cooperative--not threatened.

*John: be sure and talk to 2nd & 3rd shift supervisors to be sure they are & feel part of things.

*Jody: be sure to include sampling (probability) for understanding quality control--all need that.

*Anna: next department will be automatics.
New classroom to be built soon--projected date is mid-April.
Bill needs to order camcorder and one Mac ASAP.

3/27/91 John, Martha, Anna, Bill

* Discussion of readabilities for pillowcase materials-- Bill presented some he had calculated from a program he had gotten; Martha presented some different figures; we are looking for the FORECAST formula; there is a definite need to rewrite the materials.
* Anna finished pillowcases today and will meet with Blan today.
Timeline for next department: automatics start Wednesday; will cover all three shifts.
* Curriculum: Martha will start shooting for beginning of April classes.
* Need Anna to discuss with Jodie whether classes are on the job or off.
* Equipment ordering: Bill needs to order Philippi's book <u>The Workbook for Program Developers</u> ($200). Simon & Schuster Workplace Resource, P.O. Box 1230, Westwood, NJ 07675-9855. Panasonic AG190 videorecorder recommended by John--$899.95 at Wolf's (150 14th St. NW, Atl. GA)--need tripod too and extra battery, possibly with lapel mike, definitely with audio dubbing.

3/29/91 Anna, Martha, Bill

* Discussion of audit analysis results -- skills (classes) needed:
all (or most) jobs need
vocabulary
types of reading: labels, cutting order
math: + - * /, counting, estimation, measurement; fractions, decimals, rates; tolerance, quality rating/sampling concerns.
writing: dates, sign-offs, describing problems -- mostly check-offs.
Technicians & operators: communication & higher-order thinking.

* Tentative schedule as of now (likely to be too ambitious):
  April 3-5 establish curriculum blocks
  April 8-19 Martha works on curriculum / Anna starts automatics
  April 15-19 announcements & sign-ups for Pillow Case classes.
  April 22-30 start 1st classes.

This schedule may be delayed by the classroom completion which right now is targeted for end of April.

* Evaluation information (pre) should include:
  available factory measures --
    time studies
    quality check info.
    production rates / pay rate
    attendance
    (check on if there are job levels)
  attitudinal questionnaire (for employee and supervisor)
    attitude toward company/plant admin./immediate supervisor
    enthusiasm for job
    expertise at current job
    ability to cooperate w/ other employees on job tasks
    ability to cooperate w/ supervisor on job tasks
    dependability
    ability to work unsupervised / normal work / problem situations
    communication skills -- verbal / written
    rate skills necessary for current job placement: reading, writing, oral communication, math, problem solving, understanding quality control.
    motivation to do extra training/education
    motivation for advancement
    potential for advancement

4/3/91 Anna, Becky, Jodie, Martha, Charles, Bill, Nancy (Peck)

* Discussion of job evaluation data (draft of categories to be included).
* 1st class now targeted for end of April; "promotion of classes" meeting with pillowcase dept. scheduled for around April 15th.
* automatics evaluation starts today.
* full evaluation meeting with Nancy Peck 2 PM today.

4/10/91 Becky, Anna, Martha, Bill

* Anna says classes now on hold waiting for assessment tools; Martha working on the vocabulary and on the curriculum. Need a math "level" technique or approach for assessment. Bill to look at math curriculum guides for possibilities. Martha may use close procedure for pre- and post- evaluation of reading, as well as the new ABLE screen.
* Anna now going to 2nd and 3rd shifts of automatics.

4/17/91 John, Martha, Becky, Anna, Bill

* evaluation questionnaire discussed -- Bill will revise and we will have supervisor do on all employees.
* pillowcase curriculum units presented by Martha & discussed.
* testing -- standardized ABLE pre & post to be used;
  close procedure -- too intimidating (try w/ a lower level passage).
  math test being developed -- using work examples.
  job related reading test being developed.
* equipment update
* classroom construction has been started.

4/24/91 John, Becky, Anna, Martha, Bill

* Anna: 3rd shift questionnaire done, supervisers filling it out. (only 1 said "not interested").
  Pillowcase meeting tomorrow to explain program & get participation sheets checked by each employee.
  Hope classroom completed by 5/1 -- hope to start classes by mid-May.
  What will we do when classes completed? certificates definitely; maybe special banquet, shirts.
  Anna was in Columbia sharing the program w/ others around State.
  Using videocamera -- working on audio-dubbing.
  The scheduling of classes will have more definite start and stop points than the current educ. program.
* Martha has finished the readabilities for pillowcase using a multiple formula average -- the software program is good.
* Testing
  our comprehension 90% will be independent level (80% instructional).
  ABLE (standardized).
  reading vocab. 130+ words for pillowcase -- do 10 per page with words graded on the following scale:
  1 pt. for any irregularity, syllable, or blend/etc., and 0 pt. for 3 or less letters, 1 pt. for 4-5 letters, 2pts. for 6-7, & 3 pts. for over 7.
  pretest till 2 total missed -- functional site vocab. should be 98%.
* Our educational program name: "Doing the Best Job"
  units entitled: "Reading helps do the best job" "Writing helps do the best job" "Math helps do the best job" etc.

5/6/91 Anna, Bill, Martha, John

* vocab. test & math test for pillowcase -- item review & revision.
* Anna & Martha to do curriculum & task analysis together from here out.
* Bill reported on Washington meeting of Directors.
* Bill to contact Charles about another part-time teacher once 1st class numbers known -- idea is to free up Lisa's time to help us with the new classes. Also Lisa needs to streamline the hours of the existing

program to have better numbers and free her time some.

* New classes to start (assessment) May 13th and Anna to work closely with 1st classes.

5/15/91 Anna, Bill, Martha, Jody, John, Becky

* Pillowcase supervisors are talking to there employees now -- finding out if they are volunteering and which days they can be available. (One supervisor reports 28 of 35 signed up!)
* Assessment of 1st group to occur week of 20th-23rd in the conference room since the classroom won't be finished. Pillowcase math and oral reading (PORT) tests are ready.
* Latest target date for classroom being ready is 27th of THIS month! Instruction now scheduled to start on 27th. Problem: the workers are asking when the classes are going to start.
* Oconee Adult Ed (Charles) is giving us 5 more IBM computers.
* NEED: The plant needs DBASE training, especially for the IE dept. We will shift our current emphasis to include IE along with automatics. We will do both departments simultaneously with IE now getting preferential treatment. This will help speed us up schedule-wise also.
* Curriculum: Martha is doing a great job and many reading and writing lessons are ready. Anna to work on the math curriculum this week. There will be a file with cards for individuals. Each job title will have a form and the skills-to-be-taught for each person will be identified; after assessment shows passing this form will be marked. Estimated time lines will also be included on the original form. This provides highly individual plans and flexibility for individualized work in spite of the anticipated heavy use of cooperative learning activities in the classes.
* Nancy Peck & Ray Eberhart will be here June 10th; Anna has an agenda. They are scheduled to meet with everyone at 3:30-4:30 pm.

5/22/91 Martha, Anna, John, Bill

* Final copy of schedule for Monday June 10th visit from evaluator.
* Pillowcase Department report:
  - 53 people signed up -- 23 from 1st shift, 16 from 2nd, 14 from 3rd.
  - instructional times will be on M-Th on the following schedule:
    M 6-7:30 am 3:30-5 pm 10-11:30 pm
    T 6-7:30 am 7:30-9 am 2-3:30 pm 3:30-5 pm 10-11:30 pm
    W 6-7:30 am 3:30-5 pm
    Th 7:30-9 am 2-3:30 pm 3:30-5 pm
  - We will need one additional teacher to handle the late night (and possibly the afternoon) instruction times.
  - Starting tomorrow (23rd) with assessment of the 53;
  - Assessment to last through 6/3 at least.
  - Time limits for pretests? No. Discussion on how to handle it. Give Voc. & comprehension first to help know how to handle the Cloze and math tests. Finish with the ABLE tests.
  - New classroom: needs only sprinklers and waxing of floor -- Anna pushing to get it done this week. Chairs: will use current chairs until John's 48 new chairs for sit-down operators arrive (couple weeks) and free up 48 chairs for us.
* Need software for the Macs: Bill to order.
* Need teaching help: Bill & Anna to discuss & talk to Charles after working out schedules for current program's use of Martha & Lisa.

5/29/91 Anna, Martha, Becky, John, Bill

* Classes, assessment only, have started -- some item problems; cloze straightened out. Some people upset w/ some items not being relevant to their specific job -- in future need to tell them that these classes & assessments include items for all department jobs. Third shift (last night) had only 1 of 10 show up -- probably due to 2nd shift outs and they needed to cover.
* Instruction to start by 10th (for all by week of 17th).
* Decision to do PORT with separate cards (for easier discontinuing) -- not given yet.
* Need for a night instructor, M & T 10-11:30 pm. Bill to seek someone.

6/5/91 Martha. John, Jodie, Becky, Bill, Anna

* Rate change occurred (decrease) & workers a bit agitated -- trying to explain it to students.
* classes (assessments)

  1st shift: 5 absent but all excused, still to participate.

  2nd shift: 3 absent, unclear why yet.

  3rd shift: 4 cancelled, 3 working other shift (only 6 left). Decision -- to give 3rd shift option of joining another time slot & will wait until later when maybe there will be enough for a late night class slot.

* first instruction starts tomorrow (taking 4 days to complete assmt.)
* Next dept.: give vocab. assmt. 1st then go straight to some instruction and slip in the remaining assessments over the first 6 meetings or so.
* Classroom ribbon-cutting ceremony being planned.
* Need to stress student protocol and cleanup better in the classroom -- keep lab a showcase. Need deadbolt lock on door -- Becky to talk to Clyde and remove outside lock.

6/12/91 Anna, Martha, Bill
* Need for an interim student evaluation form for how instruction is going was discussed. Decision: This information will be available by the addition of workers to this committee. We will have a suggestion box and periodically actually pass out the forms to stimulate feedback. Bill to create the suggestion box form.
* Need to develop an incentives list that can be discussed with Jody and approved by company, then advertised to students. possibilities: banquet; certificates; stickers or pins to show involvement/completion/improvement; drawing with improvement earning chances. Anna to discuss these ideas with Jody.
* Need to have employee members on this steering committee: Anna to get a supervisor and an operator from pillowcase dept.
* Need to check on communication networks and databases: VTEC database and OTAN network (and modem) -- Bill to work on this.
* Individual student sheets with curriculum components identified by jobs is completed and will be used now for each student.
* Anna to talk to those employees who started but have left classes already. Many comments from students that they are there because the supervisor told them it would be a good thing to do.

6/25/91 Anna, Martha, John, Bill, Ellen (operator), Betty (supervisor)
* vocabulary pillowcase program is up & running.
* Discussion about pillowcase words & word meanings: T/O vs C/O as a "cutting order" or "tearing order". Betty & John say they will get a memo out and encourage everyone to use the C/O cutting order terminology. Finding that different "ages" of employees use different terms for same thing.
  roll cloth = pillowcase stock
  roll stock = all stock
* Problems: Cloze test was scary; many thought it was "dumb";
  overtime work is a problem -- employees can't make classes;
  some already in classes are confused by these new offerings;
  many do not want to be in the classes -- don't see the need.
* Ellen: What would help? Use of MEMO's as a content concern is a good idea. Have to match the C/O with the material and if not matching the employee needs to <u>ask questions</u>!
* Betty requested a list of those NOT attending and will question them.

This is a busy time with gardens, vacations, kids home, etc. -- makes it hard to come to classes.

* John suggested having the teachers and maybe supervisors run through the program before the "masses" to help iron out problems/bugs.

7/24/91 Martha, Bill, Ella, Betty, Dee Petty (replacing John)

* Anna is gone for another week.
* Martha P. gave a report on the conference in California that she & Anna went to. Customizing software, team work, communications, and problem solving were major themes. We seemed to be as advanced as most.
* Betty -- needs for cross training are great; job security is a factor and needs to be stressed as a desirable outcome; employees getting bigger (at least dept.) picture is important.

7/31/91 Dee, Ella, Betty, Martha H., Anna, Bill

* Promotion of programs: coming a) pamphlet on all services to go out in paychecks; b) videotape with worker interviews.
* We should wrap up pillowcase dept. next week.
* Currently evaluating automatics -- task analysis nears end this week. Hope to start automatics classes by end of August.
* Waiting on 2nd phone line to be installed -- to run Modem -- Bill to check on OTAN subscription.
* Waiting on chairs from fitted -- coming, will have tips on them.
* Anna to select automatics's workers for this committee.
* Bland to be invited to next meeting. There'll be only one more meeting for Betty & Ella.

8/7/91 (Anna sick) Short meeting: Martha P., Martha H., Bill, Dee, Betty, Ella. General discussions on program. No decisions made.

8/14/91 (Bill on vacation) Anna, Martha P., Martha H., Dee, Betty, Ella
30 minute meeting before meeting with evaluators.

8/21/91 Martha P., Martha H., Anna, Bill, Kathy*, Martha*, Dee

* Introduction and background for new committee members from automatics (Kathy* & Martha*).
* Pillowcase post testing to be done by next Friday, 30th.
* Worker incentives -- 1 hr. pay/3 hrs. class work -- to be approved soon.
* Plan to finish task analysis , 2nd & 3rd shifts by next Friday 30th. IE & automatics.
* Plan to start designing curriculum -- need vocabulary and sentences put on computer (Ed's word review program).
* Competency sheets for next departments are awaiting gathering of all information (task analysis info.). Anna to get description sheets from Dee for automatics and IE.

* Will do the Sample, Quality Control, and Supply Departments next and try to complete task analysis by end of September.

* Need to discuss future evaluation plans in light of Nancy Peck/Ray Eberhard feedback -- Anna & Bill will meet on this 1st.

* Ed's computer crashed and the updated program and 2nd new program were lost. Bill to give a copy of old program to Chris Peters to send to Ed.

8/28/91 Kathy, Martha, Martha H., Martha P., Stella, Anna, Bill, Dee

* Almost all posttests for pillowcase done -- may finish this week except for a couple. Looks like many improved even though there was quite a ceiling effect. They were polite. They will get certificates (and extra pay for class hours when that's finally approved).

* Will try to finish automatics & IE task analysis this week.

* For automatics testing: will use 25 randomly selected words from their dept. vocab. list; worker will be asked to type in a sentence for each of these words (on computer). Will also do sight word test and math test -- gradually.

* Depending on when we get everything set up and on the computer, we hope to start the new classes mid to end of September.

* Need a "CONTROLS" section on the vocabulary test. "Folding" could use some geometry to do job better. Now typically only 1 of the 3 team members does the programming of the machine they use.

* The directional information on the C/O is confusing -- need to give description &/or arrows, e.g., 3" to hem -->, instead of abbreviations which often were derived from old terms or processes and so make no sense today. [Much discussion about C/O.] Labels -- reading and matching to work -- is biggest problem. Discussion of possible acetate overlays for different departments to use with C/O (since probably can't change it because it is used across plants even).

9/4/91 Dee, Stella, Martha, Kathy, Martha P., Martha H., Anna, Bill

* Anna to meet with Dee today about the possibility of using our pillowcase curriculum in the training procedures also.

* Automatics task analysis is complete. Curriculum work has begun (Stella has helped tremendously as has Kathy on the sentences and vocabulary). Will have Martha & Kathy preview our vocab. & sentence curriculum before classes start. Math curriculum will need work. Communications and problem solving curriculum are basically ok; Martha P. will meet with Stella to get some typical department problems.

* Meetings to explain program to Automatics dept. employees are now planned for week of 9th -- 20-25 minute meetings, maybe with 1/2 dept. at a time, followed by small group meetings and sign-ups.

* Just starting IE task analysis. Will be different with competencies centering on computer (DBASE & Lotus) & calculator. May combine IE and Automatics folks for problem solving module.

* One holdup is the computer programs Ed created for us. Bill to work with Ed this weekend on these since Ed to be in town.

* More conversation about variations in vocabulary usage by employees for same things -- there exists much confusion. Kathy: "I've been here 17 years and Stella 20 years, and we don't know for sure." Stella: "It depends on who you're talking to and what area you're in."

* Probable initial curriculum module sequence for next classes: computer literacy, vocabulary, communications.

9/18/91 Dee, Stella, Martha P., Jody, Bill

* Jody: need estimated attendance and average total hours for students in grant, GED, and Basic classes; figured at $8.50 and at $12.50/hr. wages.

* Workers are missing from meeting today because of working 7 days last week, 1 out, and only 4 operators right now.

* new individual curriculum (job mobility) sheets for automatics ready.

* 1st automatics class attendance were: 6 am: 7; 7:30 am: 6; 2pm: 5; 3:30pm: 14; 10pm: 8.

* Stella: All the students came in with their computer printout papers, very proud. Very positive feedback. Attendance is probably low due to 7-day work week.

9/25/91 Dee, Stella, Martha, Kathy, Martha P., Bill

* Student input about classes was solicited: Mouse is hard to get used to. One person said: "I'm not learning anything." as non-participant partner laughed. Stella said she had received no negative input. The comment was made that 3rd shift thought it was a waste of time. Another comment was that sometimes jealousy results in teasing about program.

Suggestion: Serve coffee in the morning. Dee said he thought it was a plant policy that we could not have a coffee pot in an office area. Need to look into this and see if an exception can be made for the classroom.

Question: Can it be done 1-day a week? Some have schedule problems especially when working 7 day shifts.

Answer: Contact Martha Harris and we'll see if we can work it out.

* All meetings in this dept. are pre and post shift so meetings will interfere with class attendance. Also, there is another 7-day shift this week. May continue.

* Dee reported he is to start a new employee in pillow case dept. next week and will use grant class program in a compacted 3-day all-day format with hopes of working this idea into regular training program.

* Students requesting copy of printout of word list and definitions for home study.

10/2 Dee, Martha P., Anna, Bill

* Classes are now in 3rd week; vocabulary work about done, comprehension about to start.
* Pretests are all done and instructors going over results with employees.
* Attendance good except for night class. Survey indicated only 4 wanted class after 2nd shift -- not enough to offer it.
* Will interview individually those who dropped & have them fill out an evaluation of some sort.
* Program going much better than last time. Good student attitudes -- likely due to way it was presented (as department specific not job specific).
* This class should finish just before Thanksgiving.
* Martha P. is going ahead and gathering materials (forms & vocabulary) for all remaining departments. Then Anna & Martha P. will do the task analyses.
* Next departments will be IE and maybe Samples.
* Bill reported we are connected to OTAN computer network and he will show teachers how to use it to see other curriculum & lesson material.
* Dee reported the 1st P.C. trainee is going through our workplace materials: very positive feedback. Anna suggested that future trainees go 1/2 day in class and 1/2 on floor for a week, rather than all day in class for 3 days.

10/9/91 Dee, Martha P., Anna, Bill

* workers can't come: too many out on floor
* bad news: 3rd shift only 4 came so had to cancel that class. Conclusion: will not offer night classes dept. by dept. but will try to get one night class for each shift by offering to all 10 depts. at end. Ones who dropped out all dropped out after preassessment in spite of efforts to make it nonthreatening.

Need to go around and give "eval." to all who dropped out. Ones who are dropping and not signing up are the ones who need it the most. Hope incentives will help but may ultimately need to require it of all.

* Putting together certificates for those completing PC classes.
* Automatics - finishing vocabulary and starting on comprehension. No word from Ed yet on our computer program.
* No meeting next week.

10/23/91 Dee, Martha P., Anna, Bill

* employees not here -- too many machines down. We need to make a special effort to get them next week.
* order of depts. left: Dee recommends production depts. 1st: Put Up, Fitted Sheets, Special Sew. Need is biggest in Put Up. Anna: concern about high employee turnover rate for P.U. & F.S. -- Spec. Sew is more stable & needy.
* Problem with IE, Samples, Quality Control depts is they have few employees and very diverse jobs.
* Got #'s for depts. Decision for next depts: 1st Fitted Sheets, then Special Sew, then Put Up.

10/30/91 no meeting

11/6/91 Dee, Anna, Martha P., Bill
* Dee: a special training class is going to use the classroom. Will change meting times to Mon. 9 am starting 11/11.
* Anna - trying to understand folding machine - very complex due to machine to machine variations - not an X/Y coordinate system, but rather is a system based on timing.
* teaching - on communication module now. Enrollment down (unsure of #'s).
* Working on Fitted Sheets dept. vocab. and manuals.
Shooting for preliminary P.R. in Dec. for Fitted Sheets and new classes to start in Jan.

11/13/91 Martha P., Martha H., Anna, Dee, Bill
* now down to a total of 9 people in Automatics class!! Started with 70, 14 came <3 times.
* M.H.: biggest reason was working 6 day weeks and can't give time (& it won't slow up until after Christmas). Some work overtime on other shifts too, some work other jobs.
* M.P. working on vocab. - 140 words for next dept. about 76 new, need definitions.
* will start classes after the 1st of the year. M.H. will help.
* M.H. to take over Lisa's position for Jan. 1st. Starting to interview for part time person to help with computer classes.
* M.H. feels better about these last classes despite low numbers. Has gone more smoothly and many good curric. modifications have occurred.
* Dee: need procedure for how new people can get trained in these classes.
* Need to do a mix of Communication and Vocabulary as 1st unit of study; and work in testing then.

11/20 no meeting??

11/27/91 no meeting

12/4/91 no meeting??

12/12/91 Anna, Bill, Martha H., Martha P.
curriculum meeting

12/18/91 no meeting??

12/25/91 & 1/1/92 no meetings

1/6/92 Martha H., Martha P., Dee, Bill

* MH discussed list of Automatic Dept. students who dropped. $ incentive may not have made a difference - but it could only help. Having classes on company time would be VERY helpful.
* New pre-electronics (ACDC) math class has been requested for the electricians who are being required to upgrade their training. This class will be a 20-hr class which will be required & therefore will pay students.
* Schedule for grant classes: need 8 week classes instead of 11 week classes to get all our classes in. Classes will start with McIntosh introduction, then go to Communication with Dept.-specific vocabulary work mixed in for 3 weeks. MH anticipates bigger math need -- possibly 4 weeks.
* Vocabulary program for Fitted Sheet Dept. classes is installed & ready.

MH: hope to do some vocab. independent work during part of 14 of the 16 class meetings.

* MH: There is a need to bring in a mechanic to answer questions and a financial person to discuss retirement planning and options.

1/13/92 Bill, Martha H.

* General discussion of program & classes -- going well.

1/20/92 Bill, Martha H., Martha P.

Dee in meeting (stopped by for about 1 minute when on break)
Anna away at conference.

* student numbers: 4 (up 2) in 6-7:30 am
  4 in 7:30-9
  12 in 2-3:30
  22 in 3:30-5
  6 in night class 1st mtg; 3 2nd mtg; canceled.
* MH: these students have big problems with math.
  Most did fine with the sentences.
  Most finished with TABE and FSORT and (pre-)questionnaires.
  Moving quickly through curriculum, may spend more time on math, may finish in less than 10 weeks.
* MP will pick a paragraph for the comprehension program -- Bill will write the comprehension questions for it.
* MP: progress sheets near completion; need to meet with Anna on math.
* MP to begin work on Special Sew vocab. this week. Should finish Automatics post questionnaires by Wed.

1/27/92 Dee, M.P., Anna, Bill, Kelly Terry (from personnel)

*MP: readabilities on comprehensive passages -- paragraph 14.1, 14.7, 11.3 --rewritten 9.7

*B: comprehensive program up and running; paragraph and question sentences for fitted sheets to be tried by students.

* Recommendation for employees to meet with us: MH to set up two employees & a supervisor: Recommendation: Betty Hart; Sylvia Henderson.

*MH: Classes update — 6-7:30 has 5; 7:30-9:00 has 4; 2:00-3:30 (2) has 12; 3:30-5:00 (2) has 20; lost ≈ 2

--Changed schedule — starting now with math. Will use how hemmers & figure their pay (have joined information on that — looks like the classes will finish early -- before 3/4).

--Changed some definitions: 1) railroad - need to explain to the students the definitions' relationship to efficiency automation. 2) needle changer - needs to go to needle wrench. 3) towmotor - is brand name of forklift. 4) looper - attachment with an eye that puts overlock hem in. 5) knee press - lever under manual table which operates cutter. 6) fixer - needs to be dropped for mechanic. 7) run off - excess stitches or elastic.

*MP - working on special sewing - has a list - not nearly as many (≈110) many reports from Fitted sheets. Will give "old" def. to Brenda to check and divide other words among supervisors to provide definition. To finish definitions hopefully by next Monday.

-all Automatics stuff finished.

2/3/92 MP, Gail, Tina, Dee, Bill, MH, Anna

*G - skeptical - great break between work and home

*T - skeptical - thought maybe mandatory later - get it over with. PM too crowded so went to morning and worked out great.

*MH: are classes OK? Good.

--split 1 class 1 topic and rotate between days - good adjustments

--classmates? - feel same

--#'s: lost 1, probably another, gained one.

--applications is big factor in math - really helps- very important and now meaningful. G & T would require 4 units of math in high school.

2/10/92 Martha P., Dee, Shirley (for Tina), Anna, Bill, MH, Kelly

-Starting communication unit - MH has booklet on it.

MH created a preassessment sheet for communication also a booklet on listening in workplace and resolving conflict - she has an assessment sheet for each of them too.

- JPS matching funds data is almost complete - should be ready this week.
- attendance: no students lost yet!

*MH - have done math posttest

-looks like may finish a day or week early.

-for insurance and finances MH needs person to speak - Kelly said he (or someone in his office) could go over to benefits, MH has an outside person (budgeting, wills, IRA) -> make presentation with Kelly and/or credit union. Kelly will check with Jody.

-back left computer - comprehension program not working (Bill to check).

*MP - Special sewing vocabulary - not enough words, has new ones and is now selecting words from other department lists - shooting for 170 to keep each dept list same (had ≈ 120). Working on job descriptions - many different

categories.
*BF - next grant: no announcement until end of March
*BF - getting evaluation data in spreadsheets on computer.

MP, MH, A, B (follow-up meeting)
*Anna to keep helping MH teach pm classes (Split)
*MP and Anna to do task analysis for special sewing — need to get job description ASAP - may be ready today (get from Brenda Nix).
*Special sewing is very different - many small jobs - ≈20 - and an individual might do 3 jobs.

2/17/92 Gail, Tina, Dee, Martha P, Anna, Bill
*splitting groups - 1/2 communication, 1/2 vocabulary.
*doing listening skills
*math posttest completed - all improved significantly.
*any employee comments? "Kinda hate to see it end."
*Classes may end near end of February - plant rotation system about to be implemented so attendance will be impacted (if not working a given day, probably won't come).
*Special Sewing - MP:still gathering job descriptions have 14 out of 16, may be more. MH may be able to work of special sewing stuff some too.

[Ann, MP, MH, Bill - short meeting: carry on - special sewing will be tough]

2/24/92 Shirley, Gail, MP, MH, Anna, Dee, Bill
*MH: Most classes finished with communications; about to do post-testing. Waiting to see how rotational work schedules are set.
*Morning class has perfect attendance!!
*Only 1 person has dropped out. 40 of 42 finished.
*MP: Special Sew vocabulary about finished.
*Anna: Special Sew task analysis about done.
Promotional meetings during 3/2 week.
Classes start week of 3/9 and do Fitted Sheets questionnaires on company time in group meeting.
*Planning a big banquet (company financed). Will give certificates now. 1/2 on and 1/2 off work time breakfast 7-8 or pm 3-4.
*Wed. the financial person comes to speak to classes and Kelly will attend also (MH to be on vacation 10 days).
*Will do evaluation comments at classes' end.
*Gail: Get to Communications sooner to get more and use more. Everyone liked it -- do it sooner. Has got us all thinking and we are all trying to use it. Also could have some more time on math.
*Bill comment: Likely to have larger classes in the second time around after the grant demonstration first class runs end. In future we will likely offer Voc., Comprehension, Communication etc classes for all Depts at once now

that we have a better set up to individualize more.

2/24/92 MH, MP, Anna, Bill
* Anna told Seneca Greige newspaper is being criticized by high ups and may be stopped - not likely to impact Fabrication paper here.
* Anna to take some vacation time in April.
*MH and MP to do some task analysis for Put-up - first shift only: 100 people.

3/2/92
MP, Anna, Dee, Bill
* finishing up classes this week.
*Special sewing promotion meetings this week - but some will be off work and will be missed. Will try to follow up and promote with those absent. Classes will start 3/9.
*MP to do Fitted Sheet questionnaires the week of March 9.
*Budget person presented last week (to 15 and 7 employees) - was unprofessional in pushing own programs and making comments vs. company. Terry was attending and now there are problems. We must redo it. For future - outside people must be screened better. (Lady fell and sprained ankle, too!).
*Need some evaluation data - Bill get on it. Trying to get data into computer.
*Math class as pre-class for electronics classes - 15 employees across all Departments - Anna to teach Monday, Thursday for five weeks.
*Global fiasco -- that supply company messed up and is very rude!!

3/9/92 Anna, MH, Kelly, Herbert, Bill, Dee
*Special Sewing started; five showed (Average years in department + 25 years). 10 said would come this PM. ~20 out of 60 interested (40 are off work right now).
*M Pitts fell; five pins and plate in ankle - out - needs leave of absence. Greenville Memorial Hospital, Room 229, 455-7229.
*Will start Put-up department - some employees are out - already have printed information. Will start task analysis. There is at least one person for every job, today, however.
*MP was to do Fitted Sheet post questionnaires - first shift is off now - second shift working first's hours.
* Employees liked the "Benefits" class by Kelly and Jody. Think it should be plant wide classes.
*Grant #2 decision may not be told until 3/31.

3/16/92 Dee, Bill, Anna, MH
*Dee - discussed with BJ reorganizing first classroom - take down some carrols on walls and have carrols in one 1/2 and lecture in other half.
- sounds possible; will continue to pursue.
*Anna - gave our task analysis stuff to IE to help with their efforts to meet new Federal regulations on handicapped requirements for job descriptions.

*Math classes start today (Prerequisite for Electronic classes); 15 people, Monday & Thursday: five weeks.
*Special Sewing classes started last week; to finish 4/29. Anna working on progress sheets - need 2 pages each since so many jobs.
*Night classes 10pm-1am April 1st: GED and Math
April 8th: Computer
* Six post meetings tomorrow to finish fitted sheets
*Bill: most data to-date in computer - will work on first analysis this week.
*Banquet for class finishers - probably next week.
*Nancy Peck to call today to set April evaluation visit (7th - 8th).
*Put-up is next: Materials are gathered; Brenda is typing up job descriptions; MH had visited some jobs once.

3/23/92 MH, Anna, Bill, Dee
*MH: on schedule; starting math today - everyone doing well with vocabulary program on computer. Enrollment:16 (out of 60 contacted).
*BF - Some data analysis coming - fitted sheets comprehensive questions coming. Nancy Peck (evaluation) coming April 7 and 8.

3/30/92 Dee, Anna, MH, Bill
*second grant funded!
*MH: classes going on schedule
*Dee: 4/20 is holiday - likely shut-down for week (Seasonal slow-down). MH: her students want to meet anyway one day and do communication for two hours, have picnic, and then 2 hours communication to cover week's worth in one day.
*Room redo: sounds like something in works, but no information, yet.
*MH Wednesday: math posttest next Monday -> three weeks of communication. We will be testing (Trial) a communication module from a publisher (McIvey and Assoc?)(on loan). 5/group with "instructor" telling others how to do a job, others critique the "instructor" & we may videotape these sessions for further critiques too.
*Next Department: Put-up shooting for May 4th start-up of classes. Promotion: last week of April. Week off might cause problems. Anna has vocabulary; she and MH working on task analysis.

4/6/92 No Meeting

4/13/92 MH, Anna, Bill
*Special Sewing classes to end this month - posttest may be one day in May.
*Put-up - 210 employees; 3 shifts. Classes start May 5th. 1:300-3:30 and 3:30-5:30 and 10 - 11:30pm for classes. Pre-quest (4/27) for put-up and post(5/4) for special sewing.
*Lots of staff scheduling discussion as we anticipate new folks and job realignments with new grant starting May 1.

*Review of new communication module (on loan for evaluation) went well in first trial class - made videotapes of session.

4/20/92 No Meeting

4/27/92 Dee, MH, Anna, Bill
*Question: What is word "ply-page" from an old job description - Dee nor anyone else ever heard of it.
*Meetings with put-up going on now. 13 people, 3rd shift signed up. Classes start Monday. MW 3rd shift, 10-11:30; 2nd shift, 2-3:30; first shift, 3:30-5 only one choice.
*For Put-up: little math needs, but near-future needs will be to use computers at beginning and end of package lines - employees will need to input and read off computer (total change in stocking inventory) - headed toward more automated process.
*(tour of finishing and greige) May 12.

5/4/92
Anna, Jeanette, Bill, Dee, Michelle T.
*Put-up classes starting
*Bill needs to figure out how to incorporate student opinionnaire
*Tuesday Becky and Woody (12:30pm) -> Meeting about grant
*12th: tour (set at 8:30, try to change to later time).
*Dee: has friend at Anderson College with seminar about going back to college or post secondary education opportunities -- pursue.
*Need students in meetings - will continue at 9 am Mondays.

5/11/92
Anna, Dee, Bill
*Change this meeting to 9:30 so MH and Jeanette can come.
*Put-up: close to 40 people involved (161 total full-time employees)
*Post questionnaires one Special Sewing postpones to 18th due to meeting being held with them.
*Ann Nichols Friday 15th; 9-12 workshop for us.
*Mechanics are finishing educational prerequisite classes. Ready for other training courses (there may be some rotational problems.).

5/15/92 MH, Anna, Bill, Jeanette
*Nancy Peck - evaluation - coming June 8, 9, and/or 10.
*Ann Nichols
*MH do post-questionnaires 18th.
*Mechanics books <- MH and J to review and use in class Wednesday.

5/18/92
MH, MP, Bill, Dee, Jeanette W., 3 employees: Virgie Wheeler, Virginia Hall,

Wanda Banister,
*MH: in third week - working on vocabulary
next week starts communication. Packaging in official name of the department (vs put-up).
[Automatics is officially Flat Sheet Department]
*no bad comments yet (Virgie)
*Enrollment = 30+
*Wanda: will classes be done again? Answer: yes, but later.
*New employees training really needs this.
*Dee: 25 per month new employees - need to go to individual self-paced.
*Dee: interest in seminar on how to go back to College - answer: yes. Dee to pursue (has a person who does this).
*Employee: saw article on our program in paper: very nice.

5/25 Holiday

6/1/92 Dee, MH, Jeanette, Bill, Wanda, Virginia
MH: 3 more teaching weeks - communication (personality types)
on schedule. Lost a couple students - home situations, one kicked in face by horse (hospital).
Students: want to do more computer work. Some thought classes were only for box computer machine that's coming. New screens for package line: Bill working on simulations screen for training.
* "10" or "999 10" will accept any stock number.

additional meeting: Dee, MH, J, Bill (30min)

6/8/92 Virdie, Dee, MH, Anna, Bill
*Classes - been very good.
* need line computer demo by 22nd - Bill to see at 3 pm today.
*Nancy Peck (evaluator) here 10th and 11th of June.
*end of grant seminar - Thursday August 20 - pamphlet to be made-up - calls coming in already.
*flyer for a workshop on "going to college" to go out soon.

6/15/92
Dee, MH, Bill, Virginia, Wanda
*MH: 2 weeks of class left - conflict and problem solving.
*Virginia: word was that last week's classes were really good.
*Week scheduled - looks like 5 days this week - 6 in some area (Some Special sewing personnel now on 10 hour days.)
Jan. until now has been "short-time" working this year. This year did less week long layoffs and more 4 day weeks.
*will have new packaging simulation for classes next week. Implementation of new computer based management coming in July?

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6/22/92

Dee, Martha H., Bill, Virgie, Virginia, Wanda

* discussion about packing computer pre-training classes. Proposal: 3 one-hour sessions to familiarize employees with computer and a demo/simulation. There are 9 lines with 5 employees per line.
* this is last week of classes -- will spend a few minutes with a simplified packing line demo (data mangmt system coming soon) in last class period.
* Q: Last week's sign-up was for what? A: For the going-back-to-school (post-secondary) seminar. It was an interest sheet. Good response so far: 150-200 interested.
* Q (Virgie - supervisor): How has our dept. compared to others? A: very well.
*Comments: (Virgie) Some had wrong idea at first about everything being computer. (Virginia) Classes were very good. All enjoyed them. Very helpful. (Virgie) There were many positive comments about the Communications section.

Appendix B

Assessment Instruments

Name:_____ Date:_____

IRI

The following precautions should be taken in order to practice preventative maintenance.

Blow down entire machine and clean all motors, clutches and brakes with compressed air. Check all belts for wear and replace if necessary. Check all chains and sprockets for wear, then tighten or replace if needed. Check to see that all chain guards are on properly. Grease or lube all bearings and chains and check for missing grease fittings.

Check gear boxes for proper oil level. Insure all belt rollers are free and turning. Insure knife at cutting station is cutting properly. Check pads on delivery feet and check wrapping on feed rollers. Insure all cloth guide rollers and free turning. Insure proper turning station alignment.

Name:_____ Date:_____

1. If belts are worn, what should you do?

2. What does insure mean?

3. Explain in your own words what preventative maintenance means.

4. Why is it important to practice preventative maintenance?

5. What word in the passage is short for lubricate?

6. What is used to clean motors, clutches and brakes?

7. The word used in the passage which means arrangement or position in a straight line is_____.

8. What should be done to all chains and sprockets if they are worn?

Pillowcase Oral Reading Test (PORT)

Name:_____ Date:_____

List 1	List 2	List 3	List 4	List 5
1. no	1. sew	1. rags	1. wrap	1. seam
2. rod	2. by	2. mark	2. hook	2. hose
3. hem	3. lift	3. for	3. more	3. flats
4. bar	4. out	4. foot	4. pick	4. shaft
5. not	5. outs	5. fork	5. slip	5. disc
6. put	6. belt	6. oil	6. down	6. step
7. on	7. belts	7. hems	7. feed	7. doff
8. bulk	8. air	8. next	8. time	8. one
9. cam	9. loop	9. lamp	9. units	9. waste
10. cut	10. off	10. stop	10. V-Belt	10 uni

List 6	List 7	List 8	List 9	List 10
1. heads	1. fault	1. length	1. border	1. bundle
2. mill	2. wheel	2. unwind	2. work	2. creel
3. start	3. chain	3. cloth	3. buggy	3. tension
4. water	4. label	4. puller	4. forward	4. screws
5. traps	5. pullout	5. sensor	5. knife	5. ready
6. stand	6. plate	6. stack	6. loopers	6. easy
7. lock	7. folder	7. stitch	7. panel	7. roller
8. reset	8. stock	8. hemmer	8. piping	8. rollers
9. roll	9. broken	9. free	9. winder	9. needle
10. rolls	10. blow	10. scray	10. piece	10. gasket

List 11	List 12	List 13	List 14	List 15
1. rolled	1. turning	1. faults	1. dispenser	1. J-boards
2. temple	2. guide	2. static	2. hazardous	2. manual
3. bobbin	3. without	3. storage	3. transfer	3. sewing
4. throat	4. counter	4. machine	4. fabric	4. process
5. dancer	5. thread	5. control	5. trimmer	5. alignment
6. forming	6. center	6. L-Sealer	6. device	6. crossfold
7. motion	7. tickets	7. clocked	7. backward	7. overlock
8. larger	8. U-boards	8. station	8. conduit	8. register
9. selvage	9. shrink	9. T. O. Card	9. creases	9. sprockets
10. button	10. relays	10. pressure	10. display	10. slipboard

List 16	List 17
1. material	1. pneumatic
2. stackers	2. proximity
3. position	3. tolerance
4. transport	4. distribution
5. stacking	5. micro-switch
6. blinking	6. pillowcases
7. conveyor	7. compensating
8. breakage	8. requisition
9. emergency	9. automatic
10. production	10. electricity

Score

List 1 _____	List 10 _____
List 2 _____	List 11 _____
List 3 _____	List 12 _____
List 4 _____	List 13 _____
List 5 _____	List 14 _____
List 6 _____	List 15 _____
List 7 _____	List 16 _____
List 8 _____	List 17 _____
List 9 _____	Raw Score: _____

Name:_____ Date:_____

CLOZE

The job of the automatic pillowcase operator is to _____ a roll of cloth _____ the machine to be _____ with or without piping _____ border. It is overlocked with _____ side and bottom. It _____ then turned and folded _____ machine. One operator will _____ the work station watching _____ defects and reading display. _____ second operator will stand _____ the inspection station watching _____ repairs and seconds. The _____ operator will doff folding _____, cut tabs out of _____, place seconds in buggy _____ stacks of one dozen. _____ are placed for shrink _____ in buggy in stacks _____ one dozen or some _____ boxes of
104 dozen _____ standard and queen, and _____ dozen for king. These _____ bulk pack.

ANSWER KEY

1. apply
2. to
3. hemmed
4. or
5. tab
6. is
7. by
8. patrol
9. for
10. The
11. at
12. for
13. patrolling
14. table
15. seconds
16. in
17. Firsts
18. wrap
19. of
20. in
21. for
22. twenty (20)
23. are

DEPT: _____ SUPERVISOR:_____( ) EMPLOYEE:_____( )

Attitude

1. comments about company (attitude toward company)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=mostly negative 5=good & bad comments 10=mostly positive

2. enthusiasm toward job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=hates job 5=job is something to do 10=loves job

3. gets along with and is positive to other employees
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=very negative &/or loner 5=good & bad interactions with other employees 10=very positive with other employees

4. gets along with and is positive to supervisor
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=very negative argues or doesn't talk 5=good & bad interactions with supervisor 10=very positive with supervisor

Personality characteristics

5. enjoys and attempts to cooperate with others
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=not cooperative 5=sometimes cooperative 10=always cooperative

6. is dependable (and reliable)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=not dependable 5=sometimes dependable 10=always dependable

7. works well when not supervised
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=rarely 5=sometimes 10=always

Skills and abilities

8. expertise
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=unable to do job right 5=average skills for job 10=very best at job

9. communicates in speaking
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=never seems to answer questions fully 5=answers most questions all right 10=always gives clear, detailed answers

10. communicates in writing
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=never seems to answer questions fully 5=answers most questions all right 10=always gives clear, detailed answers

11. math skills for current job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=makes many mistakes due to lack of skills 5=can do any math needed for job 10=can do much more math than needed

12. math skills (general)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=can do no math 5=can do basic +,-,x,/ 10=can do any math

13. reading skills for current job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=makes many mistakes due to lack of skills 5=can read anything needed for job 10=can read much better than needed

14. reading skills (general)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=can not read 5=can read basic things like newspaper 10=can read most anything

15. decision making skills (seeing & thinking about different choices)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=thinks of few possible choices 5=thinks of some but not all choices 10=thinks of most all choices

16. problem solving on the job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=always asks for help with job problems 5=solves some job problems by self 10=solves most job problems by self

17. understands quality control
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=does not understand 5=understands somewhat 10=can fully explain it

Motivation

18. interest in job advancement
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=no interest 5=some interest 10=very interested

19. potential for advancement
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=unlikely to ever go past current job 5=may advance to some higher positions 10=will clearly advance far beyond current job

20. interest in taking classes for improvement
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=no interest 5=some interest 10=very interested

Structural Interview of Employees

90 Pillowcase Employees

39 Started the Program	43% Started the Program
14 Completed the Program	15% Completed the Program
25 Dropped out of the Program	28% Dropped out of the Program

Questions Asked

Plant Manager

*Where do you perceive performance gaps caused by lack of basic skills?
*In which departments do basic skills have an important, even critical, impact on the performance of entry level workers?
*Where do you see the greatest need for improvement in basic skills education?
*Where would you notice effects if improvements are made? If they aren't?

Personnel Director

*How does basic skills literacy affect hiring and promotability?
*Do applicants have the necessary basic skills to perform the job once hired?
*Do employees have trouble reading insurance information or claim forms?
*Do employees need help understanding company policy, manuals regarding sick time, benefits, holiday pay, etc.?
*Do employees have difficulty calculating wages or figuring out deductions from their paychecks?
*What one thing gives employees most trouble?
*Can we photograph, video tape, and tape record jobs?

Department Managers & Supervisors

*In what jobs do workers seem to have the greatest need for basic skills?
*How is plant productivity affected by workers' ability in reading, writing, math, communication, and problem solving?
*Do you have workers you'd like to promote but feel they can't handle the literacy requirements of higher-level jobs? If so, in what job titles?
*Do workers lose time on the job covering for those who have lower basic skills? What areas?
*What form gives your department a difficult time to complete?
*In your opinion, what things can we teach that would increase job productivity?
*What kind of errors does the department encounter and how can we correct them?
*Which job tasks are most critical to job success?
*Which job tasks are most frequently performed?
*Which job tasks are most problematic?
*Where is poor performance occurring?
*Useful pre/post measures of employee performance?
*Current performances are measured by?

Employees

*What forms do you have to fill out? Explain how you complete the form.
*What do you have to read and write?
*Who do you communicate with on your job?
*What kinds of problems do you have?
*How do you solve these problems?
*What kind of math do you do on your job? Explain how you do the math.
*What would make your job better or easier?
*Do you feel competent with doing all parts of you job?
*If you could change anything about your job, what would it be and why?

APPENDIX C

Literacy Task Analysis - Samples

Job Title: Repair Operator
Job Task: Repair pillowcases

1.	Hem narrow pillowcases	1.A	Secure 48 narrow pillowcases and lay on table *Sew hem in narrow pillowcase *Count 48 hemmed narrow pillowcases *Mark # on production card *Place hemmed narrow pillowcases on buggies and odds flats
2.	Repair overlocked pillowcases	2.A	Secure 48 pillowcases and overlock *Secure 48 pillowcases from storage bin, clip and stack *Record number of repairs and aside pillowcases *Empty trimming container *Work up odds work
3.	Prepare machine	3.A	Prepare machine *Understand safety rules *Read C.O. to determine if bobbin needs changing *Change bobbin *Determine if needle thread break has occurred *Repair needle thread break *Determine if bobbin thread break has occurred *Repair bobbin thread break *Determine if new cone of thread is needed *Read C.O. to determine if you have the correct cone *Tie on cone of new thread on machine *Clean work area

Job Title: Service Recorder
Job Task: Checks all work out of department

1.	Place empty trucks at all Texpa machines	1.A	Recognize when trucks are needed *Read C.O. for shrink of bulk orders *Determine if order gets a truck or a box
2.	Truck full and complete trucks to check out station	2.A	Scan department for complete orders *Read C.O. *Read ticket on buggy *Determine if order is complete *Truck order to check out station *Understand safety rules
3.	Check all work out of department	3.A	Check out procedures *Remove fly-leaf and record production into Telxon *Record production onto #7 cut order copy *Staple fly-leaf to #7 cut order copy *Place the #1 cut order copy into incomplete cut order book *Insure production and amount issued match up *Check for correct tabs *Check for correct count
4.	Place #3 cut order copy with roll stock tickets in tray	4.A	Recognize #3 cut order copy and roll stock tickets *Read cut order copy *Read roll stock tickets *Match up the C. O. and ticket
5.	Deliver tagged work to Division Quality Control	5.A	Recognize tagged work *Understand safety rules *Recognize vocabulary *Recognize that order is complete

6. Prepare rerun paperwork

6.A Complete rerun paperwork
*Send #1 cut order copy to Put-Up
*Place#3 cut order , rerun paper work, and cloth sample in tray
*Place #7 cut order copy in completed cut order book

Job Title: Tow Motor Operator
Job Task: Provide each machine with cloth and supplies for each order

1.	Obtain roll stock from warehouse and deliver to Texpa machine	1.A	Retrieve roll stock from warehouse *Understand safety rules *Read ticket *Compare ticket with C.O. roll stock # *Recognize vocabulary throughout plant
2.	Deliver cut order supplies to all Texpa machines	2.A	Deliver supplies to machines *Read C.O. *Read labels *Read cone, border, and piping labels *Complete requisition form in supply office *Understand safety rules
3.	Return unused supplies to supply room	3.A	Return unused supplies *Understand safety rules
4.	As roll stock is delivered to machine, match cloth standard to roll stock	4.A	Match cloth standard to roll stock *Compare shades and pattern *Communicate with superivsor-- if questionable
5.	Perform preventat ve maintenance check list for tow motor	5.A	Perform P.M. check list for tow motor *Read check list *Understand safety rules
6.	Return rerun roll stock to rerun racks	6.A	Return rerun stock to rerun racks *Notify #2 service person of rerun location *Understand safety rules *Communication with planner

Job Title: Cleaner
Job Task: To keep the pillowcase department clean

1. Sweep all areas in pillowcase department	1.A	Sweep the pillowcase department *Understand safety rules *Recognize vocabulary
2. Take out all rags in buggy	2.A	Collect all rags from machines *Understand safety rules *Recognize vocabulary
3. Weigh buggy to weigh the rags	3.A	Weigh buggy *Subtract buggy weight from buggy/rags weight *Record weight on report
4. Empty all trash cans	4.A	Scan department for full trash cans *Understand safety rules *Recognize vocabulary
5. Haul trash to dumpster and dispose	5.A	Empty trash *Recognize vocabulary throughout the plant *Understand safety rules *Read the dumpster instructions

APPENDIX D

Curriculum

Math Curriculum

July 1, 1991

Anna O. Baldwin

MATH

Name:_____ Job:_____ Shift:___ Department: _____

Math WS. 1:_____ Able 1:_____

Math WS. 2:_____ Able 2:_____

Job #:	1320 Cleaner	1332 Repair	1333 SP #1	1333 SP #2	1336 Planner	2210 Tech.	2211 D. Tech.	2450 Oper.	P.M. Crew
Estimation									
How to???	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pay Check	Y	Y	Y	Y	Y	Y	Y	Y	Y
Material Needed				Y	Y			Y	
Product Produced		Y	Y	Y	Y	Y	Y	Y	Y
Adjustments						Y	Y	Y	Y
Measurement									
Tape Measure		Y				Y	Y	Y	Y
Pillowcase		Y						Y	
Roll of Cloth								Y	
Tolerance		Y				Y	Y	Y	Y
Metric Measures						Y	Y	Y	Y
Reading Guages						Y	Y	Y	Y
Reading Scales	Y								
Operations									
Counting		Y	Y	Y				Y	
Adding	Y	Y	Y	Y	Y			Y	
Subtracting	Y		Y		Y			Y	
Multipling	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dividing	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fractions	Y	Y	Y	Y	Y	Y	Y	Y	Y
Decimals	Y	Y	Y	Y	Y	Y	Y	Y	Y
Percents								Y	
Quality									
Sampling		Y						Y	
Probability		Y						Y	

This section on operations will be very general and not necessarily job specific at this time. Later lessons will cover the same operations and will be job specific.

7/7/91

Adding

(Everyone)

Objective: Each student will be able to add.

Materials: Complete and Incomplete cutting orders, Number Power 1

Activities:

1) The teacher will demonstrate the various ways that the student need to add.

2) **Repair** - must add up the number of pillowcases she corrects.

Have the student practice adding up the number of pillowcases she corrects in an hour, a day, a week.

Operator - must add up the number of dozens in the buggy.

Draw several buggies on the board and place dividers between stacks of 12 pillowcases. Each layer can have various amounts. Create several problems such as this one and have the student count the number of dozens.

Planner - must add up the orders at the end of the day.

Have several copies of different cutting orders (not complete). Have the student add up the amount of work left for the next shift and the amount of work done by the present shift.

Service Person - must add up the number of dozens to see if an order is complete.

Have several copies of complete cutting orders and have the student add up the number of dozens completed. Have the student determine if the order is complete.

Everyone - must add up the hours they worked during a week.

3) Ask if anyone adds on their job in ways that we did not cover.

4) If they need extra practice, pull problems from the Number Power 1 workbook.

TEACHER'S NOTES

Dividing

(Everyone)

Objective: Each student will be able to divide.

Materials: Number Power 1

Activities:

1) The teacher will discuss with the class the various ways in which they divide on their jobs.

2) Do several problems on the board to demonstrate how to divide. Use the discussion to pull problems from the students.

   Ex) a) 1726 units = _____ dozen

   b) You made $298.32 for 40 hours. How much do you make per hour?

   c) 1000 yards of cloth. 1.5 yards to make a pillowcase. How many pillowcases can you make from the 1000 yards?

3) Have the class practice several problems.

4) Discuss other ways in which they divide on their job.

5) Do the division review page in Number Power 1 for extra practice.

6) Go over worksheet and discuss any problems or questions.

TEACHER'S NOTES

Decimals

(Everyone)

Objective: Each student will be able to work with decimals.

Materials: Number Power 2

Activities:

1) Go over the following decimal concepts on the board:

   a) **Adding Decimals**
   12.5 yards
   206.25 yards
   218.75 yards

   b) **Subtraction Decimals**
   $206.98 this week
   $107.42 last week
   $ 99.56 difference between weeks

   c) **Multiplication of Decimals**
   $7.32 per hour and you work 7.25 hours
   $7.32
   X 7.25
   $53.07

   d) **Division of Decimals**
   1.5 yards to make a pillowcase. You have 11.75 yards. How many pillowcases can you make?
   11.75/1.5 = **7.8 pillowcases**

   e) **Conversion of Decimals**
   Decimal to Fraction .25 = **1/4** .30 = **3/10**
   Decimal to Percent .25 = **25%** .30 = **30%**

   f) **Rounding Decimals**

2) Discuss the ways in which they use decimals on their job.]

3) Have the class do several problems like the ones above.

4) For extra practice, have them to the review page for decimals in Number Power 2

TEACHER'S NOTES

Calculators

(Everyone)

Objective: Each student will be able to use a calculator.

Materials: (6)Calculators-have students bring their own calculators if possible, Math: For the World of Work pages 104-112, Working with Numbers pages 17, 48, 59, 85, 108, 131, 147.

Activities:

1) As an introduction, you may want to read page 103 in the workbook to the class.

2) With the lesson on how to estimation and this one on the use of calculators, each student should be able to use a calculator throughout the rest of the math curriculum.

3) The teacher should explain and demonstrate the different functions on the calculators (+,-,*,/,=,etc.). Tell the students the steps to working a problem:

   a) Understand the problem
   b) Determine the operation(s) to be used
   c) Estimate the answer
   d) Use the calculator if available
   e) Compare answer with estimate (on target?)
   f) Rework or accept

4) The students should practice several problems that you put on the board. Discuss their answers. Make sure they follow the above steps.

5) For more practice, give them the workbook pages 104-112. Go over any problems that they might have.

6) Remind them again of the importance of **estimating** the answer before they start punching on the calculator. They need a range in order to know what kind of answer they are looking for.

7) If students need extra help, they can work the pages listed above in the Working with Numbers workbook.

TEACHER'S NOTES

7/7/91

Pay Check

(Everyone)

Objective: Each student will be able to compute their weekly and vacation pay checks.

Materials: Calculators,Check Stubs, Working with Numbers pages 50-52

Activities:

1) Pillowcase employees get paid two ways: Operators - production and Everyone else - rate per hour.

2) The teacher will demonstrate the two ways that pillowcase employees get paid.

   a) All students, with the exception of the operators, should practice several problem from the board and then do pages 50-52.

   b) The teacher will the operator problems to practice on the board.

3) The teacher wili demonstrate how to compute vacation pay.

4) The class will work several problems from the board to compute vacation pay.

5) Discuss the with the class their pay check stub.

6) Practice estimating weekly pay checks with the class.

TEACHER'S NOTES

Deductions (Insurance)

(Everyone)

Objective: Each student will be able to compute their pay check deductions.

Materials: Pay check stub, Working with Numbers page 57-58, Calculators

Activities:

1) Have each student bring a pay check stub to class.

2) Discuss the various items on their pay check stub.

3) Define the various terms on the stub:

   Net Pay
   Gross Pay
   Fed. Tax
   FICA
   State Tax
   Insurance

4) Do several problems on the board dealing with the pay check stub (use estimation).

5) Have the students do pages 57-58.

6) Go over the sheets and any problems or questions.

TEACHER'S NOTES

7/7/91

Material Needed

(Service Person)

Objective: The student will be able to estimate the amount of material needed for an order.

Materials: Cutting Order, Calculators, Spool of Thread, Boarder, Piping, Labels

Activities:

1) The service person is responsible for getting all material to the machines to sew pillowcases. She must know how to estimate the amount of material to bring to each machine based on the cutting order.

2) Discuss with the service person the ways that she estimates the material.

3) Notice the number of yards on a spool of thread, boarder, piping, and the number of labels on a roll. Compare that to the Cutting Order.

4) Give the service person several job specific problems to do concerning estimating material.

TEACHER'S NOTES

Tolerance

(Repair, Technician, Operator, P.M. Crew)

Objective: Each student will understand the meaning of tolerance and how it is used in the pillowcase department.

Material: Pillowcases

Activities:

1) The teacher will define tolerance.

2) Have the operators in the class give you the lengths and widths for a standard, queen, and king pillowcase. Also talk about what they will accept for lengths and widths for each (unfinished and finished). Find out what kind of tolerance is acceptable for each. Make sure that they know what they have been accepting as an appropriate length and width is the same concept as tolerance.(The technicians also use tolerance when adjusting the machinery. It would be a good discussion for the operator and technicians to talk about how they use tolerance. Also it would help the operator to understand what to do if a pillowcase needs to be adjusted.)

3) Write several measurements on the board under the titles of Standard, Queen, and King. Have each student copy the information down on paper. Then instruct them to circle the measurements that meet the tolerance given and put an X on the ones that do not meet tolerance.

4) Go over as a group the answers for the information on the board.

5) Give them extra problems to practice during the time left for class.

TEACHER'S NOTES

Reading Scales

(Cleaner)

Objective: Each student will be able to read scales that are used in their work areas.

Materials: Math: For the World of Work pages 54-57

Activities:

1) The teacher will introduce the different types of scales that various jobs entail. You can use Math: For the World of Work pages 61-79 for extra examples.

2) You might ask each student to draw a picture and explain the type of scale that they use.

3) The cleaner must weigh their waste and rags on a scale. They also know that their buggy weighs 100 lbs. without anything in it. So they must subtract to determine the weight of the material in the buggy.

4) If you combine this lesson with the subtraction lesson, you can skip the lesson under operations (subtraction) for the cleaner only.

5) Draw several scales on the board and practice reading the weight.

6) Have the student work pages 54-57 in the workbook for extra practice.

7) For more subtraction practice make up several problems on the board:

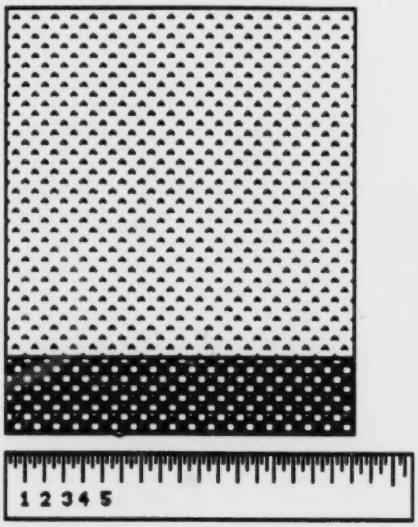
Ex.)	Weight of buggy	Weight of buggy with rags
	100 lbs.	265 lbs.
	95 lbs.	197 lbs.
	etc.	etc.

Have each student practice finding the weight of the material

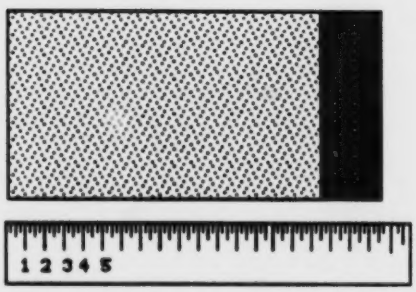
TEACHER'S NOTES

MATH FOR THE JOB

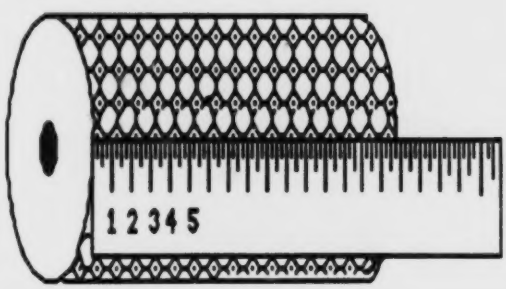
1. How wide is the pillowcase?



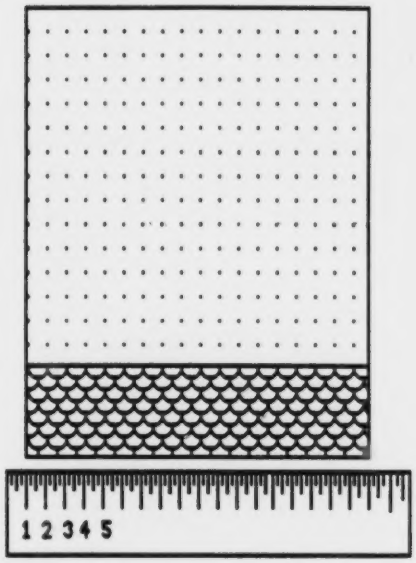
2. How long is the pillowcase?



3.How wide is the roll of cloth?



4. How wide is the pillowcase?



5. You have three orders for Utica pillowcases. The first order is 267 dozen. Second order is 306 dozen. The third order is 197 dozen. How many dozen must you sew to complete the orders?

6. If you have 198 first quality pillowcase, 26 second quality pillowcases, and 10 third quality pillowcases, how many pillowcases do you have altogether?

7. A buggy weighs 100 pounds without waste in it. It weighs 206 pounds with waste. How much does the waste weigh?

8. When you started the Ralph Lauren order, the pillowcase machine read 1462. You have completed the order and the machine now reads 5623 units. How many units did you sew?

9. You get paid $8.21 per hour. How much money would you make if you worked 6.5 hours?

10. A buggy has 4 levels. Each level has 24 dozen. How many pillowcases do you have on the buggy?

11. Your buggy has 3468 pillowcases on it. How many dozen do you have on the buggy?

12. If you sew 9 pillowcases, what part of a dozen have you sewn?

13. If you made $45 in a 7 and 1/2 hour day, how much did you make in an hour?

14. If you made $7.24 per hour, how much would you make in 6.25 hours?

15. How many hours did you work during the following week:

Monday -- 7.25 hours
Tuesday -- Off
Wednesday -- 8.5 hours
Thursday -- 6.75 hours
Friday -- 8.0 hours

16. If 1 out of 30 pillowcases are third quality, what number out of 300 pillowcases will be third quality?

17. There are 60 third shift workers. 2/3 of third shift workers have worked 20 years or more. How many 20-year third shift workers are there?

18. Cutting order below:

How many dozen have been completed?

How many singles?

Is the order complete?

19. An operator gets paid on the following scale:

Down Time -- $6.89 per hour
Run Time -- $7.40 per hour

How much would the operator make in a day if the down time is 2.8 hours and run time is 4.5 hours?

20. If you produced 598 first quality pillowcases, 174 second quality pillowcases, and 21 third quality pillowcases, how much money would you make on that day based on the following rates?

First Quality -- .12 per pillowcase
Second Quality -- .08 per pillowcase
Third Quality -- .02 per pillowcase

21. On Wednesday, you produces 5039 Ralph Lauren pillowcases with 12 repairs. The following chart shows your rates:

First Quality -- 7.55197 run hours
Repairs -- .018027 run hours

First Quality -- 9.7875 Rate for style code 107
Repairs -- 8.3725 Rate for style code 107

How much did you make on Wednesday?

22.

Run Time	Down Time	Repairs	Total Units	Down Time Rate	Run hours 1st quality / repairs	Rate for Style 101 1st quality / repairs
5.80	1.58	21	4872	6.89	5.775 / .025	9.7470 / 8.3306

Based on this chart, how much did you make on this day?

23. If the quality auditor will inspect 1 for every 25 pillowcases on a buggy, how many pillowcases will be inspected on a buggy of 300 pillowcases?

24. A buggy has 1000 pillowcases on it. Ten of the 1000 pillowcases are repairs. The repairs have not been corrected. The quality inspector pulls 1 pillowcase off the buggy. What are his chances of getting a repair pillowcase?

25. Out of 1000 pillowcases on a buggy, 100 are repairs (not corrected). If the inspector chooses 3 pillowcases, what are the chances that the three pillowcases are repairs?

VOCABULARY AND READING

Name:_____ Job:_____ Shift:___ Department: _____

Cloze 1:____ IRI 1:____ Port 1:____ Able 1:_____

Cloze 2:____ IRI 2:____ Port 2:____ Able 2:_____

Job #:	1320 Cleaner		1332 Repair		1333 SP #1		1333 SP #2		1336 Planner		2210 Tech.		2211 D. Tech.		2450 Oper.		P.M. Crew	
Vocabulary																		
Word Study	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Multiple Meanings	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Check-Up	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Root Words	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Prefixes	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Suffixes	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Check-Up	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Reading Skills																		
Forms:																		
P.M. daily report																	Y	
T. Motor Ck. List							Y											
Oper. Dly. Pro. Rep.																	Y	
Daily Main. CL											Y		Y					
Memo	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Repair Prod. Report			Y															
C.O. Card			Y		Y		Y		Y						Y			
Supplies					Y				Y									
Sew Route					Y		Y		Y						Y			
Ticket for Roll					Y		Y		Y						Y			
Cutting Order			Y		Y		Y		Y						Y			
Requis. Slip					Y		Y		Y									
Repair Cards			Y															
Repair Mach. Wk. CL.											Y		Y					
Clean. daily report	Y																	
Quality report															Y			
Journal Entries	Y		Y		Y		Y		Y		Y		Y		Y		Y	
Tow Motor Book							Y		Y									

VOCABULARY

Objectives: To be able to recognize and use job-related vocabulary.

Instructor's Activities:

1. Prepare a list of ten words.
2. Pronounce each word for student.

Student's Activities:

1. Get in a small group and discuss the meaning of each word as it relates to job.
2. Discuss each word and whether or not it has more than one meaning.
3. Write a sentence with each of the ten words using job-related context.

Resources:

1. Glossary
2. Word Review Program

VOCABULARY

Objective: To be able to recognize and use job-related vocabulary.

Instructor's Activities:

1. Encourage students to keep a notebook with unfamiliar words in it.

Student's Activities:

1. Begin to keep a glossary of unfamiliar words in notebook.
2. Write a definition and sentence for each word.

Resources:

1. Glossary

VOCABULARY

Objective: To be able to recognize prefixes in job-related vocabulary.

Instructor's Activities:

1. Explain that a syllable or syllables added to the beginning of a word is called a prefix. "Pre" means before, and a prefix is letters fixed or added before or at the beginning of a word.

   Ex. re + set = reset

2. Prepare a list words from glossary.

   1. unwind
   2. relay
   3. display
   4. micro-switch
   5. replace
   6. insure
   7. repair
   8. transport

Student's Activities:

1. Underline prefixes in each word.
2. Discuss with instructor and with a partner how the addition of a prefix changed the meaning of each word:
3. Write sentences using only the root words.
4. Write sentences using the root words with prefixes.
5. Discuss with a partner how the sentence meanings changed when the prefixes were added.

Resources:

1. Glossary
2. Word Review Program--Vocabulary

VOCABULARY

Objective: To be able to recognize suffixes in job-related vocabulary.

Instructor's Activities:

1. Explain that a syllable or syllables added to the end of a root word is called a suffix.

   Ex. detect + or = detector

2. Explain that there are some cases when you must drop a final e to add a suffix.

   Ex. broke + en = broken

3. Explain that there are some cases when you must double the final consonant to add a suffix.

   Ex. patrol + ing = patrolling

4. Prepare a list of words from glossary.

1. compensating	12. breakage
2. production	13. turning
3. dispenser	14. sewing
4. hemmer	15. shorter
5. sensor	16. counter
6. electricity	17. piping
7. storage	18. winder
8. trimmer	19. doffer
9. requisition	20. forward
10. stacking	21. dancer
11. longer	22. puller
23. folder	

Student's Activities:

1. Underline suffixes in each word.

2. Discuss with instructor and with a partner how the addition of a suffix changed the form and/or meaning of each word.

3. Write sentences using only the root words. Remember to add the final e or double the final consonant when required.

4. Write sentences using the root words with suffixes.

5. Discuss with a partner how the sentence meanings changed when the suffixes were added.

Resources:

1. Glossary

2. Word Review Program--Vocabulary

READING/VOCABULARY

Objective: To promote understanding of what is read on the job and how to apply what is understood.

Instructor's Activities:

1. Prepare a copy of passage.
2. Underline ten specific words.
3. Prepare questions.
   (a). What does the auto pillowcase operator do?
   (b). How many operators are discussed in this passage?
   (c). Name the operators and tell in your own words what jobs they are responsible for?

Student's Activities:

1. Read passage.
2. Write a definition for each underlined word.
3. Write answers to questions.
4. Get with a partner to check definitions and answers.

Resources:

1. Glossary
2. Job-related passage
3. Word Review Program--Vocabulary

JOB OBSERVATION

The job of the automatic pillowcase operator is to apply a roll of cloth to the machine to be hemmed with or without piping or border. It is overlocked with tab side and bottom. It is then turned and folded by machine. One operator will patrol work station watching for defects and reading display. The second operator will stand at inspection station watching for repairs and seconds. The patrolling operator will doff folding table, cut tabs out of seconds, place seconds in buggy in stacks of two dozen or some in boxes of 24 dozen for standard and queen, and 20 dozen for king. These are bulk pack.

L

READING/VOCABULARY/WRITING

Objective: To integrate job-related reading materials with essential writing composition on the job.

Instructor's Activity:

1. Prepare a copy of passage.
2. Underline all twenty specific words.
3. Make writing assignment.

Student's Activity:

1. Read passage.
2. Review underlined words and the definitions for each word.
3. Write a memo to the technician explaining that display on machine is not working.

Resources:

1. Glossary.
2. Job-related passage.
3. Writing for the World of Work pp. 74-76.

READING/WRITING

Objective: To integrate job-related reading materials with essential writing composition on the job.

Instructor's Activities:

1. Prepare a copy of cutting order.
2. Prepare a copy of the following questions:
   a. What is the cutting order number?
   b. What is the stock order number?
   c. How many dozen are planned on this order?
   d. What pattern is this order?
   e. What color is this order?
   f. What are required supplies needed for this order?

Student's Activities

1. Study the cutting order and answer the questions in complete sentences.
2. Discuss your answers with a partner or in a group.

Resources:

3. Cutting order

READING/WRITING

Objective: To integrate job-related reading materials with essential writing composition on the job.

Instructor's Activities:

1. Prepare a copy of cutting order.

2. Prepare a copy of the following questions:
   a. Are there any border requirements? If so, what are they?
   b. Why is the cut dozen different from the expected order?
   c. What does blend mean?
   d. Is the fabric used in this order a blend? If so, what is the blend for this order?
   e. What is the finished size of this order to be?
   f. When is this order to be started?
   g. When is this order to be completed?

Student's Activities:

1. Study the cutting order and answer the questions in complete sentences.

2. Discuss your answers with a partner or in a group.

Resources:

1. Cutting order

READING/WRITING

Objective: To integrate job-related reading materials with essential writing composition on the job.

Instructor's Activities:

1. Make assignments for additional practice from the workbook. Writing for the World of Work, pages 99-101. (Work Orders)

Student's Activities:

1. Complete pages 99-101 from the workbook. Writing for the World of Work.
2. Discuss your answers with a partner or in a group.

Resources:

1. Writing for the World of Work, pages 99-101

WRITING

Objective: To integrate student's writing with everyday experiences.

Instructor's Activities:
1. Encourage students to write a few sentences each day.
2. Have student read aloud what has been written.
3. Provide item for discussion.

Student's Activities:
1. Write a few sentences about anything.
2. Read aloud to instructor.
3. Discuss what you have written.

Resources:
1. Notebook

COMMUNICATION AND PROBLEM SOLVING

Name:_____ Job:_____ Shift:___ Department: _____

Job #:	1320 Cleaner	1332 Repair	1333 SP #1	1333 SP #2	1336 Planner	2210 Tech.	2211 D. Tech.	2450 Oper.	P.M. Crew
Communication									
Listening	Y	Y	Y	Y	Y	Y	Y	Y	Y
Speaking	Y	Y	Y	Y	Y	Y	Y	Y	Y
Writing									
P.M. Daily Report									Y
T.Motor Ck. List				Y					
Shift Ck. List								Y	
Daily Main. Ck. List						Y	Y		
Repair Mach.Wk. CL.						Y	Y		
Notes/Memos	Y	Y	Y	Y	Y	Y	Y	Y	Y
Repair Prod. Report		Y							
C.O. Card			Y		Y			Y	
Supplies			Y		Y				
Sew Route			Y	Y	Y			Y	
Ticket for Roll			Y	Y	Y			Y	
Cutting Order		Y	Y	Y	Y			Y	
Requis. Slip			Y	Y					
Quality Report								Y	
Journal Entries	Y	Y	Y	Y	Y	Y	Y	Y	Y
Towmotor Book				Y	Y				
Clean. Daily Rep.	Y								
Repai r Cards		Y		Y					
Oper. Dly. Prod. Rep.								Y	
Problem Solving									
On-the-Job	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interpersonal	Y	Y	Y	Y	Y	Y	Y	Y	Y

COMMUNICATION LESSONS

The following materials were used during the communication skills segment of departmental classes. Classes were designed to encourage open communication between students. Topics discussed ranged from concepts presented in the materials, themselves, to issues involving communication/conflict at work and at home. Students were encouraged to share situations, events, and resolutions from their own lives.

In addition to discussing materials, students completed self-evaluation forms and surveys. At the end of the communication skills lessons, one class used video equipment to role-play a confrontational situation between two employees and their supervisor. This was a hit! Students then reviewed the tape and the class discussed what communication skills were lacking and which ones would have been effective. The situation was then re-acted using better skills. The class then discussed this tape.

Lesson One

Materials: Communication in the Workplace, Module 1
Communication, 7
Accepting Orders on the Job, 4
Cooperating with the Employer, 3
Cooperating with Co-Workers, 4

Discussion of the following topics: Communication in the workplace
Barriers to communication
Listening/Speaking at the workplace
Accepting orders
Cooperating with supervisors
Cooperating with co-workers

Lesson Two

Materials: Communicating to Solve Interpersonal Conflict, 12

Discussion of the following topics: Sources of interpersonal conflict
Preventing interpersonal conflict
Solving interpersonal conflict
Interpersonal conflict with co-workers
Preventing interpersonal conflict with co-workers
Interpersonal conflict with supervisors
Preventing interpersonal conflict with supervisors

At the end of these two lessons, the video was used.

Lesson Three

Materials: Using Problem Solving Strategies, Module 3

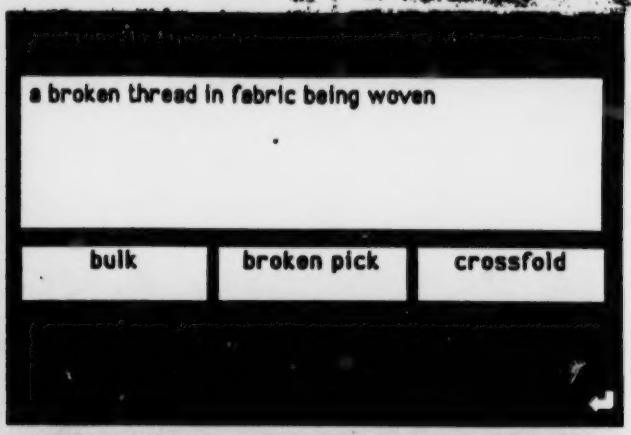
Discussion of the following topics: Introduction of the problem solving model
Investigating a problem
Identifying solutions
Selecting a solution
Testing a solution
Recommending a solution

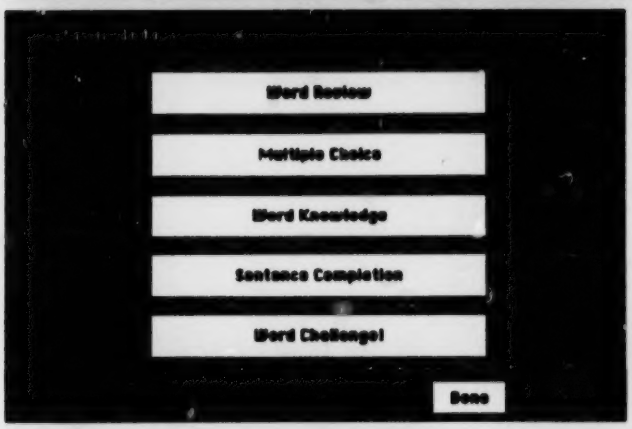
Lesson Four

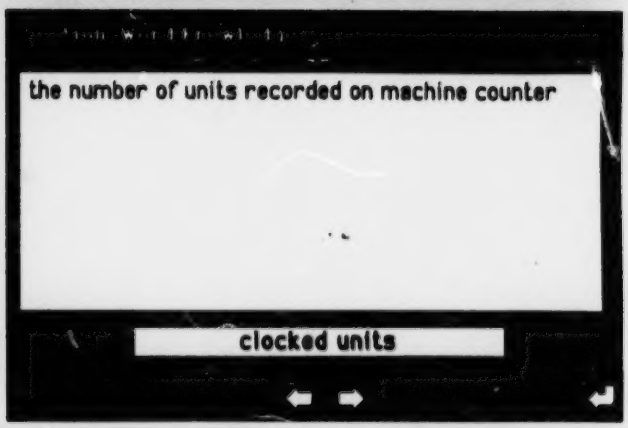
Materials: Stress, 9

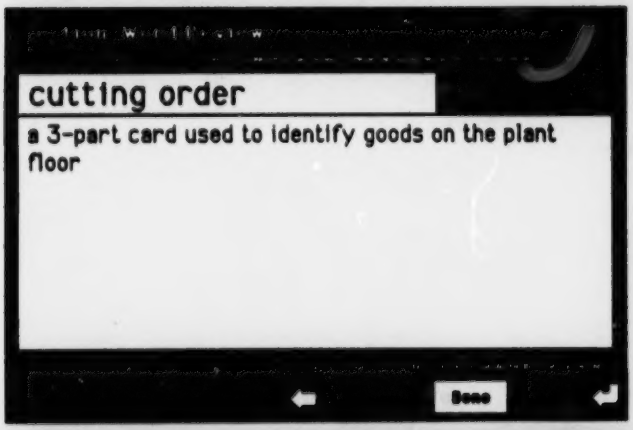
Discussion of the following topics: What is stress?
The effects of stress
Identifying stress
Causes of stress
Handling stress

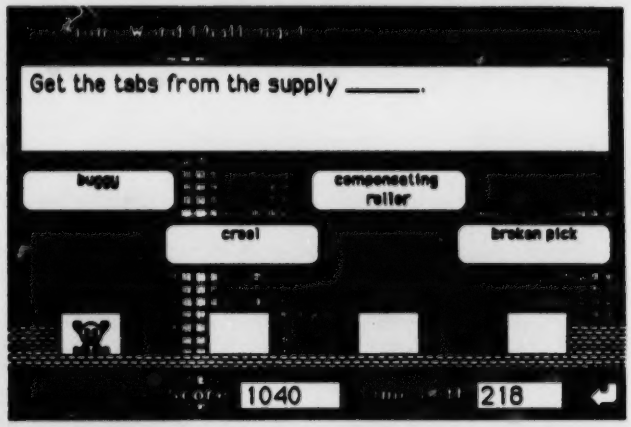
Word Review Program 8-19-71

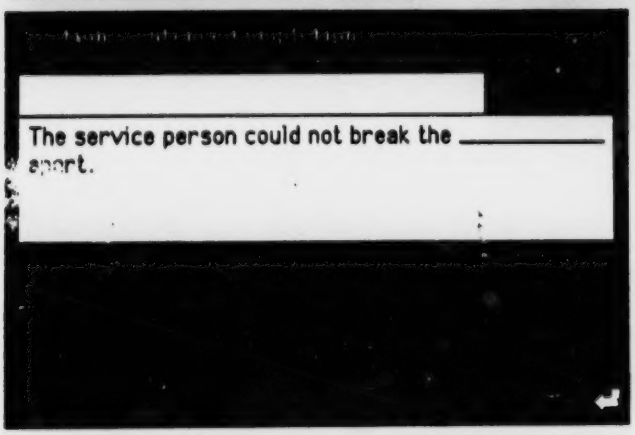


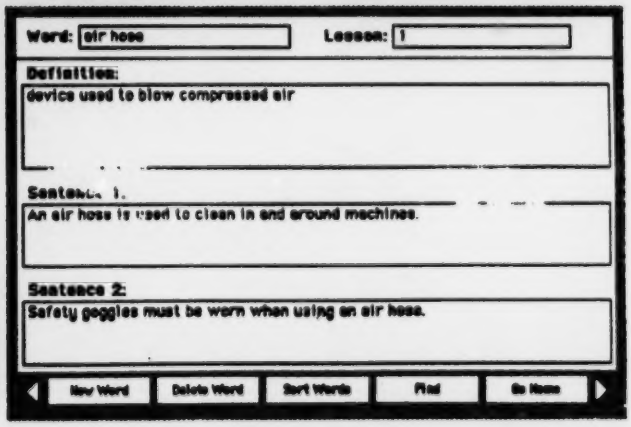












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APPENDIX E

Curriculum Implementation for Each Department

AUTOMATICS DEPARTMENT CLASS SCHEDULE

MONDAY		WEDNESDAY	
	Vocabulary and Comprehension		
9-16	Introduction/Tour of Mac Program	*9-18*	Tour of Mac Program/25 wordtest/ TABE Locator
9-23	AORT/Mavis Beacon Program/Voc. Program	*9-25*	Voc. Program/Progress Sheet
9-30	Voc. Program	*10-2*	Voc. Program
10-7	Compreh. Program/Forms	*10-9*	Compreh. Program / Post AORT &25 word test
	Communication and Problem Solving		
10-14	Pre Problem / Pre Communication Video Tape	*10-16*	Progress Sheet / Communication in the Workplace part 1
10-21	Communication in the Workplace part 2	*10-23*	Interpersonal Conflict part 1
10-28	Interpersonal Conflict part 2	*10-30*	Problem Solving Strategies part 1
11-4	Problem Solving Strategies part 2	*11-6*	Stress; Post Problem / Post Communication
	Math		
11-11	Pre Math Test	*11-13*	Progress Sheet / Number Maze - design curriculum on each person / Work Sheets
11-18	Number Maze / Work Sheets	*11-20*	Job Related Math
11-25	Job Related Math	11-27	Job Related Math / Post Math Test

Automatics Oral Reading Test (AORT)

Name:_____ **Date:**_____

List 1	List 2	List 3	List 4	List 5
1. box	1. air	1. back	1. flat	1. rack
2. hem	2. bin	2. bars	2. fold	2. rags
3. jog	3. cut	3. bench	3. foot	3. rates
4. lot	4. lift	4. blend	4. gate	4. rerun
5. no	5. list	5. card	5. hose	5. roll
6. not	6. oil	6. doff	6. light	6. seam
7. pad	7. out	7. down	7. off	7. snips
8. red	8. raw	8. feed	8. one	8. stand
9. run	9. sew	9. fill	9. order	9. trim
10. tab	10. simple	10. fixer	10. ply	10 unit

List 6	List 7	List 8	List 9	List 10
1. bias	1. face	1. power	1. clutch	1. marked
2. blow	2. guard	2. print	2. count	2. muslin
3. board	3. guide	3. sheet	3. creel	3. parking
4. border	4. hoist	4. shell	4. crooked	4. piping
5. brake	5. key-in	5. wheel	5. folding	5. pumping
6. break	6. knife	6. align	6. four-hem	6. reject
7. check	7. lay-up	7. bobbin	7. gauge	7. relief
8. clamp	8. motor	8. broken	8. guides	8. remnant
9. crib	9. pedal	9. buggy	9. hemmer	9. repairs
10. edge	10. pleat	10. burlap	10. looper	10. report

List 11	List 12	List 13	List 14	List 15
1. reverse	1. defect	1. stacker	1. flannel	1. towmotor
2. ripper	2. dispenser	2. tension	2. grinning	2. trucking
3. stock	3. goggles	3. trimmer	3. operator	3. waterbed
4. tearing	4. needle	4. vacuum	4. planning	4. chipboards
5. thread	5. percale	5. auditor	5. platform	5. computer
6. tickets	6. percent	6. control	6. railroad	6. crossfold
7. timers	7. plastic	7. cotton	7. selvage	7. improper
8. A frame	8. rollers	8. cradle	8. servicer	8. inventory
9. button	9. ruffle	9. downtime	9. shuttle	9.malfunction
10. clipper	10. skipped	10. flagging	10. storage	10. pressure

List 16	List 17
1. primary	1. production
2. separator	2. quality
3. standard	3. conventional
4. stiffener	4. conveyor
5. stitches	5. electronic
6. tweezers	6. hydraulic
7. utility	7. mechanic
8. coordinator	8. requisition
9. material	9. screwdriver
10. Mayflower	10. directional

Score

List 1 _____	List 10 _____
List 2 _____	List 11 _____
List 3 _____	List 12 _____
List 4 _____	List 13 _____
List 5 _____	List 14 _____
List 6 _____	List 15 _____
List 7 _____	List 16 _____
List 8 _____	List 17 _____
List 9 _____	Raw Score: _____

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AUTOMATICS DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ AORT 1:_____ TABE Locator 1:_____
25 words/sentences 2:_____ AORT 2:_____ TABE Locator 2:_____

Job #:	1320	2331	1330	2353	1332	2210	2310	2450	1210
	Cleaner	Repair	Tow Motor/ Service	Folder/ Ribbons	Planner	Tech.	D. Tech.	Hemmer	P.M.
Vocabulary									
Defects	*	*	*	*	*	*	*	*	*
General	*	*	*	*	*	*	*	*	*
Malfunctions	*	*	*	*	*	*	*	*	*
Parts	*	*	*	*	*	*	*	*	*
Tools	*	*	*	*	*	*	*	*	*
Reading Skills									
Forms:									
P.M. daily report									*
T. Motor Ck. List			*						
Hem. Dly. Pro. Rep.								*	
Daily Main. CL						*	*		
Memo/Notes	*	*	*	*	*	*	*	*	*
Repair Prod. Report		*							
C.O. Card		*	*	*	*			*	
Ribbons Report		*		*				*	
Sew Route			*		*				
Ticket for Roll			*	*	*			*	
Cutting Order		*	*	*	*			*	
Requis. Slip		*	*	*	*	*	*	*	*
Repair Report			*						
Weekly Main. CL.						*	*		
Folder Dly. Prod. Rep.				*					
Quality report				*					
Journal Entries	*	*	*	*	*	*	*	*	*
Tow Motor Book			*						
Rerun Request			*		*				

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AUTOMATICS DEPARTMENT

MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ TABE Locator 1:_____

Math WS. 2:_____ TABE Locator 2:_____

Job #:	1320		2331		1330		2353		1332		2210		2310		2450		1210	
	Cleaner		Repair		Service		Folder/ Ribbons		Planner		Tech.		D. Tech.		Hemmer		P.M.	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Adjustments							*				*		*		*		*	
Measurement																		
Tape Measure			*								*		*		*		*	
Flat Sheet			*												*			
Roll of Cloth															*			
Tolerance			*								*		*		*		*	
Metric Measures											*		*		*		*	
Reading Guages							*				*		*		*		*	
Reading Scales	*																	
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents							*								*			
Calculators			*		*		*		*						*			
Quality																		
Sampling			*				*								*			
Probability			*				*								*			
Computer Skills																		
Data Entry							*		*		*		*		*		*	
DBase Knowledge									*									
DOS																		
Lotus 123																		
DBase																		
Word Perfect																		

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AUTOMATICS DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1320		2332		1330		2353		1332		2210		2310		2450		1210	
	Cleaner		Repair		Tow Motor/ Service		Folder/ Ribbons		Planner		Tech.		D. Tech.		Hemmer		P.M.	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. daily report																	*	
T. Motor Ck. List					*													
Hem. Dly. Pro. Rep.															*			
Daily Main. CL											*		*					
Memo/Notes	*		*		*		*		*		*		*		*		*	
Repair Prod. Report			*															
C.O. Card			*		*		*		*						*			
Ribbons Report			*				*								*			
Sew Route					*				*									
Ticket for Roll					*		*		*						*			
Cutting Order			*		*		*		*						*			
Requis. Slip			*		*		*		*		*		*		*		*	
Repair Report					*													
Weekly Main. CL.											*		*					
Folder Dly. Prod. Rep.							*											
Quality report							*											
Journal Entries	*		*		*		*		*		*		*		*		*	
Tow Motor Book					*													
Rerun Request					*				*									
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

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AUTOMATICS CLASSES CURRICULUM

Week 1 (9/16 - 18)
Introduction To Class: job discussion, purpose of class, description
Mac Tour: individual review of the Macintosh computer
"Welcome" Sign: using Mac skills to make a sign of welcome to class
25 Word Pretest: writing sentences with 25 randomly chosen auto words

Week 2 (9/23 - 25)
AORT Pretest: reading orally 170 auto words
TABE Pretest: taking the vocabulary and math portion of the TABE
Vocabulary Introduction: discussion of vocabulary uses at work
discussion of how to use the vocabulary computer program
Vocabulary Program: self-directed computer program reviewing auto words

Week 3 (9/30 - 10/2)
Vocabulary Program: continued
Vocabulary Activity: identifying auto vocabulary words found in a version of "The Three Bears"

Week 4 (10/7 - 9)
Vocabulary Program: continued
Sign Review: reading signs found in the plant and reviewing their meanings
Form Review: reading forms used in the auto department and discussing the meanings and procedures of filling them out

Week 5 (10/14 - 16)
Mavis Beacon Typing: introduction to typing skills using the Mavis Beacon typing program
Vocabulary Program: completed

Week 6 (10/21 - 23)
Memos: discussing the uses of memos in the work place
reviewing a memo and its parts
group discussion and writing the text of a memo
typing the memo

Week 7 (10/28 - 30)
Memo: continued and completed
memos submitted to the proper parties
Communication: introducing communication using Video 1A, "Communication in the Workplace: An Introduction"
Discuss Module 1: "Communication in the Workplace"

Week 8 (11/4 - 6)
Communication: discussing selected lessons from "Communication Skills" #7, #4
Completed Module 1

Week 9 (11/11 - 13)
Interpersonal Conflict: introducing Module 12 "Communicating to Solve Interpersonal Conflict"
View Video 12: view and discuss the video, "Communicating to Solve Interpersonal Conflict: An Introduction"
Discuss Module 12
Discuss Module 3, "Problem Solving Strategies," Lesson One Outline

Week 10 (11/18 - 20)
Conflict: complete discussion
AORT: post test
25 Word: post test
TABE: vocabulary post test
Mayflower Demonstration: used a model of the Mayflower folder and sheets to discuss the different folds, process of folding, and fold programming process
Math Review: reviewed basic math functions used in the auto department and covered on the math portion of the TABE

Week 11 (11/25 - 27)
TABE: Math post test
Stress: presentation of stress management by Linda Fashanu of the Vocational Rehabilitation Center

Class Assessment

Overall, the communication part of the class was the most motivating for most of the students. Students enjoyed being able to express opinions and experiences regarding work and life in general.

The next most popular activity was the memo writing. Students enjoyed writing genuine suggestions. Some of the memos received written responses from the department head. This made quite an impression on the students. Also, learning that they can communicate with management and learning the proper procedure to do this was very rewarding.

The vocabulary part of the class was characterized by computer program problems. This frustrated many students and contributed to the loss of some students. However, students enjoyed the Mac Tour and Mavis Beacon typing activities. The vocabulary computer activity would probably have been effective, also, had it worked.

The Mayflower presentation was seen as very relative to work and, therefore,

was very well received and effective.

Because of when it was scheduled, the stress management presentation was poorly attended by the auto class . In my opinion, it should be offered earlier in the communication part of the class. Also, less time should be spent describing stress and more time dedicated to discussing actual stress management techniques.

The math section of this class was not as beneficial as it was to the pillowcase class. Students had a greater mastery of math skills. However, students enjoyed learning about negative numbers and pre-algebra material.

As with the pillowcase class, pretests and post tests were the least popular activities. The AORT, especially, was perceived as useless.

Conclusion: I was disappointed by the large drop in the auto classes. This was caused mostly, I believe (after talking to students who had dropped), by the heavy work schedule placed on students (they were often working 6 days). However, I believe the classes were more organized and effective than were the pillowcase classes. The students who completed the class learned more useful information in a more effective manner than did the students of the pillowcase classes.

REASONS FOR DROPPING AUTO CLASS

1. Caring for sick parents (i.e. alternating care with a sibling).
2. Student is enrolled in another class and finds taking two classes simultaneously too demanding (i.e. GED, PALS, or computer class).
3. Children are sick.
4. Puts too much on spouse's responsibilities (i.e. spouse can't take care of children).
5. Class was not what the student anticipated (i.e. student thought the class was teaching general vocabulary improvement).
6. Student does not see the need to learn more about their department (i.e. "I've been working in this department for 15 years. What I don't know by now, I don't need").
7. Class is boring.
8. Student transfers to another department.
9. Student doesn't have time.
10. Student is working two jobs and can't make it to class.
11. Student has home problems (i.e. unwanted pregnancy, girlfriend diagnosed with illness, etc.).
12. Student's friend drops class for some reason so student drops, also.
13. Student develops prolonged illness.
14. Student is working a lot of overtime (6 days, 12 hours, etc.) and can't do anymore.
15. Student rides with someone and can't make the class.

Stanic
12/16/91

1st shift 40 | 2nd shift 23 | 3rd shift 14 (pm 7)

FITTED SHEETS DEPARTMENT CLASS SCHEDULE

Monday		Wednesday	
1-13	Introduction to class Job Description Mac Tour	1-15	Mac Tour 25 Word Pretest Vocab Program
1-20	AORT/TABE Vocab	1-22	Vocab Program
1-27	Vocab Fun Forms, Signs Vocab Program	1-29	Memo Writing (opt.)
2-3	(Memo) Intro to Communication	2-5	Communication (vocab)
2-10	Communication (vocab)	2-12	Communication
2-17	Communication (math)	2-19	Communication (math)
2-24	Problem Solving (opt.) Math	2-26	Sampling Class (math)
3-2	Guest Speaker (math) (25 wd post)	3-4	Post Tests TABE/AORT (you're finished!)

1st shift: 1
2nd = 4

Name:_____ Date:_____

List 1
1. and
2. bin
3. get
4. hem
5. jog
6. lot
7. nap
8. off
9. red
10. run

List 2
1. box
2. cam
3. cut
4. lay
5. oil
6. out
7. raw
8. tabs
9. too
10. tow

List 3
1. belt
2. board
3. bulk
4. card
5. doff
6. ears
7. ends
8. eye
9. face
10. feed

List 4
1. flag
2. flat
3. fold
4. foot
5. hand
6. head
7. hold
8. knob
9. much
10. order

List 5
1. pack
2. paper
3. ply
4. rods
5. roll
6. rush
7. seam
8. shop
9. side
10 snips

List 6
1. tape
2. bands
3. bias
4. blade
5. brake
6. break
7. brush
8. buggy
9. cloth
10. creel

List 7
1. edge
2. fixer
3. forms
4. guard
5. guide
6. knee
7. knife
8. label
9. marked
10. motor

List 8
1. number
2. pedal
3. plate
4. pleat
5. press
6. print
7. scray
8. sheet
9. stand
10. table

List 9
1. wheel
2. wrist
3. align
4. aside
5. blocks
6. button
7. clutch
8. corner
9. count
10. defect

List 10
1. eyes
2. finish
3. folder
4. gauge
5. hemmer
6. looper
7. muslin
8. partner
9. pickup
10. repairs

List 11
1. report
2. reverse
3. spread
4. stitch
5. stretch
6. tension
7. thread
8. ticket
9. wrench
10. boards

List 12
1. broken
2. cutter
3. dispenser
4. divider
5. inspect
6. lycra
7. Monfort
8. needle
9. parking
10. pattern

List 13
1. regular
2. returned
3. skipped
4. support
5. T-square
6. textured
7. cardboard
8. control
9. cutting
10. downtime

List 14
1. Eastman
2. finished
3. flannel
4. overlock
5. percale
6. punchers
7. railroad
8. release
9. selvage
10. servicer

List 15
1. special
2. standard
3. stitches
4. threader
5. auditor
6. computer
7. cornering
8. flagging
9. operation
10. operator

List 16
1. papers
2. planning
3. pressure
4. skipping
5. spreading
6. stiffener
7. trimmings
8. trucking
9. tweezers
10. attachment

List 17
1. completed
2. production
3. quality
4. separator
5. waterhouse
6. calibrated
7. electronic
8. requisition
9. directional
10. palletainer

Score

List 1 _____ List 10 _____
List 2 _____ List 11 _____
List 3 _____ List 12 _____
List 4 _____ List 13 _____
List 5 _____ List 14 _____
List 6 _____ List 15 _____
List 7 _____ List 16 _____
List 8 _____ List 17 _____
List 9 _____ Raw Score: _____

FITTED SHEET DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ F-SORT 1:_____ TABE Locator 1:_____

25 words/sentences 2:_____ F-SORT 2:_____ TABE Locator 2:_____

Job #:	1320	1343	1330	3451	1332	1212	1451	2451	1210
	Cleaner	Lift Truck (Tow Motor) Operator	Servicer Recorder	Inspect/ Fold	Planning Coord.	Auto. Equip. Tech.	Pattern Cutter	Bind Bottom Fitt. Hem.	Fab. Fixer
Vocabulary									
Defects	*	*	*	*	*	*	*	*	*
General	*	*	*	*	*	*	*	*	*
Malfunctions	*	*	*	*	*	*	*	*	*
Parts	*	*	*	*	*	*	*	*	*
Tools	*	*	*	*	*	*	*	*	*
Reading Skills									
Forms:									
P.M. Checklists						*			*
T. Motor Ck. List		*							
Daily Prod. Report			*	*			*	*	
Daily Summary Sheet						*			
Memo/Notes	*	*	*	*	*	*	*	*	*
Rerun Request					*				
C.O. Card			*	*	*		*	*	
Defects Report				*					
Rush Order					*				
Ticket for Roll		*	*		*		*		
Cutting Order		*	*	*	*		*	*	
Requis. Slip	*				*				
Repairs Report				*				*	
Mach. DT Report								*	*
Daily Waste Report			*						

FITTED SHEET DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ TABE Locator 1:_____

Math WS. 2:_____ TABE Locator 2:_____

Job #:	1320	1343	1330	3451	1332	1212	1451	2451	1210
	Cleaner	Lift Truck (Tow Motor) Operator	Servicer Recorder	Inspect/ Fold	Planninig Coord.	Auto. Equip. Tech.	Pattern Cutter	Bind Bottom Fitt. Hem.	Fab. Fixer
Estimation How to???	•	•	•	•	•	•	•	•	•
Pay Check	•	•	•	•	•	•	•	•	•
Adjustments									
Measurement Tape Measure	•		•	•	•	•	•	•	•
Fitted Sheet				•			•	•	
Reading Scales			•						
Operations Counting	•	•	•	•	•	•	•	•	•
Adding	•	•	•	•	•	•	•	•	•
Subtracting	•	•	•	•	•	•	•	•	•
Multipling	•	•	•	•	•	•	•	•	•
Dividing	•	•	•	•	•	•	•	•	•
Fractions	•	•	•	•	•	•	•	•	•
Decimals	•	•	•	•	•	•	•	•	•
Percents				•	•	•			
Calculators				•	•			•	
Quality Sampling				•					
Probability				•					
Computer Skills					•				
Data Entry					•				
DBase Knowledge									

FITTED SHEET DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1320		1343		1330		3451		1332		1212		1451		2451		1210	
	Cleaner		Liift Truck (Tow Motor) Operator		Servicer Recorder		Inspect/ Fold		Planning Coord.		Auto. Equip. Tech.		Pattern Cutter		Bind Bottom Fitt Hem		Fab. Fixer	
Wrk. Place Comm.																		
Listening	•		•		•		•		•		•		•		•		•	
Speaking	•		•		•		•		•		•		•		•		•	
Writing:																		
P.M. Checklists											•						•	
T. Motor Ck. List			•															
Daily Prod. Report					•		•						•		•			
Daiily Summary Sheet											•							
Memo/Notes	•		•		•		•		•		•		•		•		•	
Rerun Request									•									
C.O. Card					•		•		•				•		•			
Defects Report							•											
Rush Order									•									
Ticket for Roll			•		•				•				•					
Cutting Order			•		•		•		•				•		•			
Requis. Slip									•									
Repairs Report							•								•			
Mach. DT Report															•		•	
Daily Waste Report					•													
Tow Motor Book			•															
Problem Solving																		
On-the-Job	•		•		•		•		•		•		•		•		•	
Interpersonal	•		•		•		•		•		•		•		•		•	
Managing Stress																		
Techniques	•		•		•		•		•		•		•		•		•	

FITTED CLASSES CURRICULUM

Week 1 (1/13 - 15)
Introduction To Class: job discussion, purpose of class, description
Mac Tour: individual review of the Macintosh computer
25 Word Pretest: writing sentences with 25 randomly chosen fitted words
Paragraph: writing a paragraph describing one skill used in student's job
Vocabulary Introduction: discussion of vocabulary uses at work
discussion of how to use the vocabulary computer program

Week 2 (1/20 - 22)
FSORT Pretest: reading 170 fitted sheets words orally
TABE Math Pretest: math part of TABE
Vocabulary Program: self-directed computer program reviewing fitted sheets words

Week 3 (1/27 - 29)
Vocabulary Program: continued
Math TABE: go over the test results
Begin Math Review: basic math skills reviewed
Vocabulary Activity: word search of 32 fitted words

Week 4 (2/3 - 5)
Math: review continued
Vocabulary Program: continued
Tax Seminar: seminar on how to do your own income taxes (EZ & 1040A forms) led by Terry Ray.
Hemmer Pay Sheet: using math skills to work out a hemmer's pay
Sampling Class: discussion on how auditors check work and how percentages are used
Math TABE: post test
Files: review contents of employees departmental class files

Week 5 (2/10 - 12)
Vocabulary Program: continued
Communication: introducing communication using Video 1A, "Communication in the Workplace: An Introduction"
Discuss Module 1: "Communication in the Workplace"
Communication: complete and discuss a communications review sheet

Week 6 (2/17 - 19)
Vocabulary Program: continued
Listening: discuss "Listening in the Workplace" module
Listening: complete and discuss a listening review sheet
Interpersonal Conflict: introduce Module 12, "Communicating to Solve Interpersonal Conflict"
View Video 12: view and discuss the video "Communicating to Solve Interpersonal Conflict: An Introduction"

Week 7 (2/24 - 26)
Interpersonal Conflict: complete Module 12 discussion
Discuss Module 3: discuss "Problem Solving Strategies" outline
Resolving Conflict: complete and discuss a Resolving Conflict review sheet
Vocabulary Program: continued
Money Seminar: seminar with Marie Ray covering budgeting, insurance, and Retirement plans (IRA's)

Week 8 (3/2 - 4)
25 Word: post test
FSORT: post test
Forms and Signs: (opt.) review forms and signs found in the department
Vocabulary Program: (opt.) continued and completed

Class Assessment

Of the departmental classes we have taught, Fitted Sheets has been the most effective. Approximately 36 of the original 43 students who began, completed the program. The Vocabulary program on the computer worked exceptionally well. The reading comprehension section is promising according to students who experimented with it.

Teaching the Math part of the class as a separate section was successful. Students enjoyed Anna's presentations and discussions. More time was spent on math than in previous classes. Even so, some students expressed a desire for more math class time.

The Communication portion of the class was very well received. Because of unforeseen rotation of shifts, Communication was shortened for all classes. However, even with the abbreviated version of Communication, students enjoyed the class discussions and learned new skills from the modules. In addition to the usual class discussions, a review of each of the three modules was incorporated. This proved to be an effective summary for the topics. It helped students to focus on the most important information presented.

Suggestions: Students suggested more time for the Math section. They also recommended beginning the class with Communication, even if it is interspersed with the Vocabulary program.

Conclusion: From the teacher's point of view, this was the most organized, effective, and enjoyable departmental class. The computer programs worked as designed, with minimal problems. Devoting entire class periods to math, as opposed to combining math with Communication, is an excellent idea. It allows students more time to concentrate on math. Because of the large class sizes, to classes were divided into two groups. One teacher taught math concepts as the other worked with students on the Vocabulary program. Students tended to bond within their groups, allowing for some lively discussion and interaction!

Communication was better organized and focused due, in part, to my past experiences with the material and the review sheets. Students seemed to enjoy having an assessment activity that was immediately "scored" in class.

I was pleased with the commitment of the students. Several classes had perfect attendance. Even though the classes were shortened from 11 to 8 weeks, I feel that Fitted Sheets Departmental Class was an effective and rewarding experience for the employees.

DW

3/16/92

SPECIAL SEW DEPARTMENTAL CLASS SCHEDULE

Monday		Wednesday	
3-9	Introduction to class Job Description Mac Tour	3-11	Mac Tour 25 Word Pretest Vocab Program
3-16	AORT/TABE Vocab	3-18	Vocab Program
3-23	Vocab Fun Forms, Signs Vocab Program	3-25	Memo Writing (opt.)
3-30	(Memo) Intro to Communication	4-1	Communication (vocab)
4-6	Communication (vocab)	4-8	Communication
4-13	Communication (math)	4-15	Communication (math)
4-20	Problem Solving (opt.) Math	4-22	Sampling Class (math)
4-27	Guest Speaker (math) (25 wd post)	4-29	Post Tests TABE/AORT (you're finished!)

*The above schedule is very subject to change as determined by class needs

Special Sew Oral Reading Test (S-SORT)

Name:_____ Date:_____

List 1	List 2	List 3	List 4	List 5
1. hem	1. oil	1. blend	1. order	1. tape
2. lot	2. raw	2. eye	2. ply	2. trim
3. run	3. sew	3. bite	3. rail	3. unit
4. tab	4. tops	4. bulk	4. rates	4. card
5. top	5. tow	5. doff	5. rerun	5. baby
6. bin	6. off	6. feed	6. roll	6. bias
7. pad	7. rods	7. flat	7. rush	7. break
8. air	8. bags	8. foot	8. seam	8. brush
9. cut	9. bars	9. hook	9. shop	9. case
10. lay	10. belt	10. light	10. snips	10 cord

List 6	List 7	List 8	List 9	List 10
1. piper	1. press	1. cloth	1. finish	1. guides
2. crib	2. sheet	2. motor	2. gauge	2. small
3. edge	3. table	3. pleat	3. hemmer	3. stroke
4. guard	4. wheel	4. print	4. hopper	4. switch
5. knee	5. blend	5. align	5. inserts	5. winder
6. label	6. eye	6. aside	6. looper	6. sensor
7. lace	7. stand	7. bobbin	7. merro	7. spread
8. number	8. face	8. bundle	8. pockets	8. stitch
9. pedal	9. count	9. clutch	9. reverse	9. thread
10. plate	10. creel	10. eyelets	10. fitted	10. ticket

List 11	List 12	List 13	List 14	List 15
1. muslin	1. driver	1. skipped	1. piping	1. waterbed
2. marked	2. Ersted	2. turner	2. repairs	2. cutting
3. boards	3. fingers	3. temple	3.downtime	3. percale
4. defect	4. manual	4. tender	4. flannel	4. standard
5. tension	5. needle	5. zipper	5. overlock	5.hazardous
6. buggy	6. plastic	6. border	6. platform	6. hemstitch
7. binding	7. ribbon	7. button	7. railroad	7. rewinder
8. cutter	8. ruffle	8. crooked	8. selvage	8. tweezers
9.dispenser	9. scallop	9. folding	9. shuttle	9. auditor
10. double	10. stacker	10. parking	10. threader	10. flagging

List 16	List 17
1. grinning	1. electronic
2. operator	2.embellishment
3. servicer	3. embroider
4. trucking	4. inventory
5. pressure	5. requisition
6. production	6. attachment
7. quality	7. palletainer
8. waterhouse	8. directional
9. separator	9. conventional
10. conveyor	10. electricity

Score

List 1 _____ List 10 _____
List 2 _____ List 11 _____
List 3 _____ List 12 _____
List 4 _____ List 13 _____
List 5 _____ List 14 _____
List 6 _____ List 15 _____
List 7 _____ List 16 _____
List 8 _____ List 17 _____
List 9 _____ Raw Score: _____

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SPECIAL SEW DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ S-SORT 1:_____

25 words/sentences 2:_____ S-SORT 2:_____

Job #:	1321		1337		1330		1333		1334		1335		1339		2359 &2451		1210	
	Cleaner		Liift Truck Operator/ Checker		Servicer-Fab (Tab Dist.)		Servicer Recorder		Servicer Recorder (Take Away)		Servicer-Fab (Trucker)		Servicer-Rework		Hem Sheets and P.C		Fab. Fixer	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. Checklists																	*	
T. Motor Ck. List			*															
Daily Prod. Report							*		*				*		*			
Tow Motor Book			*															
Memo/Notes	*		*		*		*		*		*		*		*		*	
Rerun Request			*															
C.O. Card					*		*		*		*		*		*			
Defects Report							*											
Rush List					*		*		*		*		*					
Ticket for Roll			*										*					
Cutting Order			*		*		*		*		*		*					
Requis. Slip					*												*	
Repairs Report							*		*									
Off-Quality Report									*									
Rerun Card									*									
Floor Count									*									
Waterbed Schedule									*									
Rehandle Schedule			*															
Emergency Pull List									*									
Prod. Control Card									*									

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SPECIAL SEW DEPARTMENT

VOCABULARY AND READING PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ S-SORT 1:_____

25 words/sentences 2:_____ S-SORT 2:_____

Job #:	2453 Hem Waterbed Sheets		3359 & 3451 Inspect/Fold Sheets with Trims		3453 Inspect/Fold Waterbed Sheets		2459 Dual Head-Sew Op.	
Vocabulary								
Defects	*		*		*		*	
General	*		*		*		*	
Malfunctions	*		*		*		*	
Parts	*		*		*		*	
Tools	*		*		*		*	
Reading Skills								
Forms:								
M. Checklists								
. Motor Ck. List								
ily Prod. Report	*		*		*		*	
ow Motor Book								
lemo/Notes	*		*		*		*	
erun Request								
O. Card	*		*		*		*	
efects Report								
ish List								
cket for Roll								
ing Order								
is. Slip								
irs Report			*		*			
Quality Report								
n Card								
Count								
aterbed Schedule								
handle Schedule								
ergency Pull List								
d. Control Card								

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SPECIAL SEW DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ TABE Locator 1:_____

Math WS. 2:_____ TABE Locator 2:_____

Job #:	1321 Cleaner		1336 Lift Truck Operator/ Checker		1330 Servicer-Fab (Tab Dist.)		1333 Servicer Recorder		1334 Servicer Recorder (Take Away)		1335 Servicer-Fab (Trucker)		1339 Servicer-Rework		2359 &2451 Hem Sheets and P.C		1210 Fab. Fixer	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Measurement																		
Tape Measure															*		*	
Reading Scales	*																*	
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents					*		*		*		*							
Calculators					*		*		*		*				*			
Quality																		
Sampling															*			
Probability															*			
Computer Skills																		
Data Entry					*		*		*		*		*					
DBase Knowledge					*		*		*		*		*					

MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ TABE Locator 1:_____

Math WS. 2:_____ TABE Locator 2:_____

Job #:	2453 Hem Waterbed Sheets		3359 & 3451 Inspect/Fold Sheets with Trims		3453 Inspect/Fold Waterbed Sheets		2459 Dual Head-Sew Op.	
Estimation How to???	•		•		•		•	
Pay Check	•		•		•		•	
Measurement Tape Measure	•		•		•		•	
Reading Scales								
Operations Counting	•		•		•		•	
Adding	•		•		•		•	
Subtracting	•		•		•		•	
Multipling	•		•		•		•	
Dividing	•		•		•		•	
Fractions	•		•		•		•	
Decimals	•		•		•		•	
Percents	•		•		•		•	
Calculators	•		•		•		•	
Quality Sampling	•		•		•		•	
Probability	•		•		•		•	
Computer Skills Data Entry								
DBase Knowledge								

SPECIAL SEW DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1321 Cleaner		1337 Lift Truck Operator/ Checker		1330 Servicer-Fab (Tab Dist.)		1333 Servicer Recorder		1334 Servicer Recorder (Take Away)		1335 Servicer-Fab (Trucker)		1339 Servicer-Rework		2359 &2451 Hem Sheets and P.C.		1210 Fab. Fixer	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. Checklists																	*	
T. Motor Ck. List			*															
Daily Prod. Report							*		*				*		*			
Daily Summary Sheet							*											
Memo/Notes	*		*		*		*		*		*		*		*		*	
Rerun Request			*															
C.O. Card					*		*		*		*		*		*			
Defects Report							*											
Rush List					*		*		*		*		*					
Ticket for Roll			*										*					
Cutting Order			*		*		*		*		*		*					
Requis. Slip					*												*	
Repairs Report							*		*									
Tow Motor Book			*															
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

SPECIAL SERVICES DEPARTMENT

COMMUNICATION AND PROBLEM SOLVING PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	2453 Hem Waterbed Sheets		3359 & 3451 Inspect/Fold Sheets with Trims		3453 Inspect/Fold Waterbed Sheets		2459 Dual Head-Sew Op.	
Wrk. Place Comm.								
Listening	*		*		*		*	
Speaking	*		*		*		*	
Writing:								
P.M. Checklists								
T. Motor Ck. List								
Daily Prod. Report	*		*		*		*	
Daily Summary Sheet								
Memo/Notes	*		*		*		*	
Rerun Request								
T.O. Card								
Defects Report								
Rush List								
Ticket for Roll								
Cutting Order								
Requis. Slip								
Repairs Report			*		*			
Tow Motor Book								
Problem Solving								
On-the-Job	*		*		*		*	
Interpersonal	*		*		*		*	
Managing Stress								
Techniques	*		*		*		*	

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21463 –
Summary
Martha Hart

SPECIAL SEW CLASS CURRICULUM

Week 1 (3/9 - 11)
Introduction to class: job discussion, purpose of class, description of job
Mac Tour: individual review of the Macintosh computer
"Welcome" Sign: using Print Shop and mouse skills to make a sign
25 Word Pretest: writing sentences with 25 randomly chosen special sew words
Vocabulary Introduction: discussion on vocabulary uses at work
discussion on how to use the vocabulary computer program
Vocabulary Program: self-directed computer program reviewing special sew words

Week 2 (3/16 - 18)
S-SORT Pretest: reading orally 130 s.s. words
TABE Pretest: taking the math portion of the predictor TABE
Vocabulary Program: continued
Math: review basic math functions (-,+,x,÷);
Fractions (-,+,x,÷)

Week 3 (3/23 - 25)
Vocabulary Fun: using a special sew cross word to discuss the pronunciation, spelling, and meaning of 32 commonly missed-used s. s. words
Math: discussion on working with decimals (-,+,x,÷)
discussion of I.E.'s converting time into decimals to practice working with decimals and fractions in conversion problems
discussion of negative numbers using checkbook situations
discussion of squaring and finding the square root of numbers
Vocab Program: continued

Week 4 (3/30 - 4/1)
Math Post Test: review math questions
give math part of TABE
Communication: introducing communication in the workplace using Video 1A, "Communication in the Workplace: An Introduction"
discuss information in the "Communication in the Workplace" module
Vocabulary Program: continued

Week 5 (4/6 - 8)
Communication: complete "Workplace" module discussion
Vocabulary Program: continued

Week 6 (4/13 - 15)
Communication: Use of McVey's test module on cross training: selected students teach class how to do a certain job
video students' presentations
class discussion on video-taped presentations and usefulness of co-worker cross training classes

Communication: review "Listening in the Workplace" module
introduce "Communication to Solve Interpersonal Conflict" module
view Video 12A, "Communication to Solve Interpersonal Conflict: An Introduction"
discuss video

Week 7 (4/20 - 22)
Easter Break
Communication: complete "Conflict" module discussion

Week 8 (4/27 - 29)
S-SORT: post test
25 Word: post test
Retirement Benefits Seminar: presentation of retirement benefits by Jody Gaulin

Class Assessment

Because of its employees' high degree of experience, special sew is a unique department. The average working experience of S.S. workers is 25 yrs. These students were very knowledgeable about the many different jobs in their department.

I was impressed by the students' attitude about the class. Out of 16 women to begin the class, 14 completed the course and 13 had perfect attendance. They arrived to class early and tended to leave late. In other words, the students took their commitment to attend very seriously.

The students seemed to enjoy the class. However, working on the computers proved to be frustrating for several of them. I believe this was due to typing frustrations. If more than one word is misspelled on the fifth activity, the student cannot proceed to the next lesson. This is pretty aggravating - knowing the meaning of a word but not being able to prove it to the computer because you hit the wrong key!

The surprise of the class was the cross training activity. Students enjoyed being taught by a coworker. One student/teacher, in particular, prepared an extremely impressive presentation on sewing waterbed. I video taped the presentations so that the class could review them and offer suggestions and critiques. Perhaps this activity should be included in other classes.

Jody Gaulin's presentation on retirement benefits was well-received. The students were given a very detailed view of ways the company offers for them to prepare for retirement. This presentation is a must for classes.

PUT-UP DEPARTMENTAL CLASS SCHEDULE

Monday		Wednesday	
5-4	Introduction to class Job Description Mac Tour	5-6	Mac Tour 25 Word Pretest Vocab Program
5-11	PUORT/TABE Vocab at Work	5-13	Vocab Program Vocab Fun
5-18	Math	5-20	Math
5-25	Math Math post (vocab)	5-27	Budgeting (opt.) (vocab)
6-1	Intro to Communication: The Animal In You (opt.)	6-3	Communication
6-8	Communication: Listening	6-10	Communication: Listening
6-15	Communication: Problem/Conflict Solving	6-17	Communication: Problem/Conflict
6-22	Post Tests: 25 word PUORT/TABE	6-24	Guest Speaker: Jody Gaulin

*The above schedule is very subject to change as determined by class needs

PUT-UP CLASSES CURRICULUM

Week 1 (5/4 - 5/6)
Introduction To Class: job discussion, purpose of class, description
Mac Tour: individual review of the Macintosh computer
25 Word Pretest: writing sentences with 25 randomly chosen fitted words
Vocabulary Introduction: discussion of vocabulary uses at work
discussion of how to use the vocabulary computer program

Week 2 (5/11 - 5/13)
PUORT Pretest: reading about 170 put-up department words orally
TABE Math: math part of TABE predictor test
Vocabulary Program: self-directed computer program reviewing fitted sheets words

Week 3 (5/18 - 5/20)
Math TABE: go over the test results
Begin Math Review: basic math skills review
Vocabulary Program: continued

Week 4 (5/25 - 5/27)
Memorial Day Holiday
Math: discussion continued
Math TABE: post test
Budgeting: presentation by Jeanette Wood on budgeting
Vocabulary Program: continued

Week 5 (6/1 - 6/3)
Intro to Communication: The Animal In You: do the personality survey and "animal" discussion of Lion, Beaver, Otter, and Golden Retriever as presented in the book, *The Two Sides of Love*, by Gary Smalley & John Trent
Animal In You: complete and discuss the "Animal in You" review sheet

Week 6 (6/3 - 6/5)
Communication: discuss the "Listening in the Workplace" module
complete and discuss a "Listening" review sheet
Vocabulary Program: continued

Week 7 (6/15 - 6/16)
Communication: discuss Module 12, "Communicating to Solve Interpersonal Conflict"
view and discuss video, "Communicating to Solve Interpersonal Conflict: An Introduction"
Problem Solving Outline: discuss the Module 3 "Problem Solving Strategies" outline
Conflict Resolution: complete and discuss a "Resolving Conflict" review sheet

Week 8 (6/22 - 6/24)
Computer Simulation: use a designed screen on Macintosh to simulate new utilization of IBM computers on put-up lines

25 Word: post test
PUORT: post test
Retirement Benefits Seminar: presentation by Kelley Terry of company retirement programs and insurance benefits

Class Assessment

Put-Up Department class attendance was pretty good. As of now, it looks as though 28 students will complete the course out of 44 who attended at least once. Put-Up experiences a great deal of turnover. Two of my students were terminated during the eight-week class. One student was kicked by her horse and missed several weeks of class. Family needs and sickness, again, played a large roll in attendance. As an adult education teacher, I am constantly reminded of how many responsibilities my students have. Class is preempted by many things.

Of the class activities, the new communication module, "Animal In You," was the most popular. Students enjoyed learning about themselves and coworkers. I have seen students take spare copies of the survey home for spouse/family discussion. Supervisors are currently taking the class in a 2-hour seminar. Most people have never taken any sort of personality survey. As one student put it, "We never really look at how we are inside. We do affect how people act towards us." I hope students will continue to develop both sides of their personalities.

Students were very relieved to see the computer simulation for the new system in packaging lines. After the simulation class, students realized that they could do the new work. The simulation allowed them to experience data entry. They learned what types of information would be used. "It's not that bad," was a common comment.

Class evaluations suggested that more time be spent on math. I have several students who could use continued work on basic math skills. I have encouraged them to come to GED-like classes.

From my point of view, Put-Up class went well. I feel we covered a variety of topics in an interesting way. I do wish we had more time to spend and more job-specific work for math. The highlight for me was "Animal." It was fun watching class members learn that there is probably a reason they act as they do and that everyone can strengthen parts of their personality. Several students commented that home life is going better after the discussion. One lady said that her daughter and she are fighting less; she learned that her daughter wasn't purposely driving her crazy!

I will be interested to see how the things we've learned in the past five departmental classes will translate into the Finishing and Greige plant classes.

PUT-UP DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ S-SORT 1:_____

25 words/sentences 2:_____ S-SORT 2:_____

Job #:	2452 AMSCO Operator (Sheets)		2453 AMSCO Operator (PC)		1207 Section Leader Mechanic		1208 Mechanic 17		1220 Cleaner		1304 Data Entry Clerk (retail)		1306 Data Entry Clerk (bulk)		1336 Service Recorder (QC)		1319 Planning Coordinator	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. Checklists							*											
T. Motor Ck. List																		
Daily Prod. Report											*		*					
Stencil	*		*		*						*		*		*		*	
Memo/Notes	*		*		*		*		*		*		*		*		*	
I-Board	*		*		*						*		*		*		*	
C.O. Card	*		*		*						*		*		*		*	
UPC Label	*		*		*						*		*		*		*	
Tip-Ons	*		*		*						*		*		*		*	
Style Code Form	*		*															
Cutting Order	*		*		*						*		*		*		*	
Requis. Slip																		
Z-Tickets																	*	
Off-Quality Report															*			
System 36 Forms											*		*					
Close Out List											*		*					
Rehandle Schedule																	*	
Linked Shrink Schedule																	*	
Emergency Pull List																		
Prod. Control Card											*		*					
Q-Tickets																	*	
On-Line Pick List Form																		

PUT-UP DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ S-SORT 1:_____
25 words/sentences 2:_____ S-SORT 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Vocabulary																		
Defects	*		*		*		*		*		*		*					
General	*		*		*		*		*		*		*					
Malfunctions	*		*		*		*		*		*		*					
Parts	*		*		*		*		*		*		*					
Tools	*		*		*		*		*		*		*					
Reading Skills																		
Forms:																		
P.M. Checklists																		
T. Motor Ck. List																		
Daily Prod. Report	*		*						*				*					
Stencil	*		*		*		*		*		*		*					
Memo/Notes	*		*		*		*		*		*		*					
J-Board	*		*		*		*		*		*		*					
C.O. Card	*		*		*		*		*		*		*					
UPC Label	*		*		*		*		*		*		*					
Tip-Ons	*		*		*		*		*		*		*					
Style Code Form											*							
Cutting Order	*		*		*		*		*		*		*					
Requis. Slip																		
Z-Tickets					*													
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule																		
Emergency Pull List																		
Prod. Control Card	*		*						*		*		*					
Q-Tickets																		
On-Line Pick List Form																		

PUT-UP DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ S-SORT 1:_____
25 words/sentences 2:_____ S-SORT 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Vocabulary																		
Defects	*		*		*		*		*		*		*					
General	*		*		*		*		*		*		*					
Malfunctions	*		*		*		*		*		*		*					
Parts	*		*		*		*		*		*		*					
Tools	*		*		*		*		*		*		*					
Reading Skills																		
Forms:																		
P.M. Checklists																		
T. Motor Ck. List																		
Daily Prod. Report	*		*						*				*					
Stencil	*		*		*		*		*		*		*					
Memo/Notes	*		*		*		*		*		*		*					
J-Board	*		*		*		*		*		*		*					
C.O. Card	*		*		*		*		*		*		*					
UPC Label	*		*		*		*		*		*		*					
Tip-Ons	*		*		*		*		*		*		*					
Style Code Form											*							
Cutting Order	*		*		*		*		*		*		*					
Requis. Slip																		
Z-Tickets					*													
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule																		
Emergency Pull List																		
Prod. Control Card	*		*						*		*		*					
Q-Tickets																		
On-Line Pick List Form																		

PUT-UP DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	2452 AMSCO Operator (Sheets)		2453 AMSCO Operator (PC)		1207 Section Leader Mechanic		1208 Mechanic 17		1220 Cleaner		1304 Data Entry Clerk (retail)		1306 Data Entry Clerk (bulk)		1336 Service Recorder (QC)		1319 Planning Coordinator	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Measurement																		
Tape Measure																		
Reading Scales																		
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents					*		*		*		*							
Calculators	*		*		*		*		*		*		*		*		*	
Quality																		
Sampling	*		*		*						*		*		*		*	
Probability	*		*		*						*		*		*		*	
Computer Skills																		
Data Entry	*		*		*						*		*		*		*	
DBase Knowledge	*		*		*						*		*		*		*	

PUT-UP DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Estimation How to???	*		*		*		*		*		*		*					
Pay Check	*		*		*		*		*		*		*					
Measurement Tape Measure																		
Reading Scales																		
Operations Counting	*		*		*		*		*		*		*					
Adding	*		*		*		*		*		*		*					
Subtracting	*		*		*		*		*		*		*					
Multipling	*		*		*		*		*		*		*					
Dividing	*		*		*		*		*		*		*					
Fractions	*		*		*		*		*		*		*					
Decimals	*		*		*		*		*		*		*					
Percents	*		*		*		*		*		*		*					
Calculators	*		*		*		*		*		*		*					
Quality Sampling	*		*		*		*		*		*		*					
Probability	*		*		*		*		*		*		*					
Computer Skills Data Entry	*		*		*		*		*		*		*					
DBase Knowledge	*		*		*		*		*		*		*					

PUT-UP DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	1301 Section Leader (sets)		1333 Lift-Truck Operator		1331 Servicer (supply)		1330 Servicer (lifttruck)		1305 Quality Auditor (printroom)		1332 Print Machine Operator		1352 L-Sealer (retail)		1355 L-Sealer (sets)		1353 Strapping Machine Operator	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Measurement																		
Tape Measure																		
Reading Scales																		
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents	*		*		*		*		*		*		*		*		*	
Calculators	*		*		*		*		*		*		*		*		*	
Quality																		
Sampling	*				*				*		*		*		*		*	
Probability	*				*				*		*		*		*		*	
Computer Skills																		
Data Entry	*		*		*		*		*		*		*		*		*	
DBase Knowledge	*		*		*		*		*		*		*		*		*	

PUT-UP DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	2452 AMSCO Operator (Sheets)		2453 AMSCO Operator (PC)		1207 Section Leader Mechanic		1208 Mechanic 17		1220 Cleaner		1304 Data Entry Clerk (retail)		1306 Data Entry Clerk (bulk)		1336 Service Recorder (QC)		1319 Planning Coordinator	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. Checklists							*											
T. Motor Ck. List																		
Daily Prod. Report											*		*					
Stencil	*		*		*						*		*		*		*	
Memo/Notes	*		*		*		*		*		*		*		*		*	
J-Board	*		*		*								*		*		*	
C.O. Card	*		*		*						*		*		*		*	
UPC Label	*		*		*						*						*	
Tip-Ons	*		*		*						*		*		*		*	
Style Code Form			*															
Cutting Order	*		*		*						*		*		*		*	
Requis. Slip																		
Z-Tickets																	*	
Off-Quality Report															*			
System 36 Forms											*		*					
Close Out List											*		*					
Rehandle Schedule																	*	
Linked Shrink Schedule																	*	
Emergency Pull List																		
Prod. Control Card											*		*					
Q-Tickets																	*	
On-Line Pick List Form																		
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

PUT-UP DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*					
Speaking	*		*		*		*		*		*		*					
Writing:																		
P.M. Checklists																		
T. Motor Ck. List																		
Daily Prod. Report	*		*						*				*					
Stencil	*		*		*		*		*		*		*					
Memo/Notes	*		*		*		*		*									
J-Board	*		*		*		*		*		*		*					
C.O. Card	*		*		*		*		*		*		*					
UPC Label			*		*		*		*		*		*					
Tip-Ons	*		*		*		*		*		*		*					
Style Code Form											*							
Cutting Order	*		*		*		*		*		*		*					
Requis. Slip																		
Z-Tickets					*													
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule																		
Emergency Pull List																		
Prod. Control Card	*		*						*		*		*					
Q-Tickets																		
On-Line Pick List Form																		
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*					
Interpersonal	*		*		*		*		*		*		*					
Managing Stress																		
Techniques	*		*		*		*		*		*		*					

PUT-UP DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1301		1333		1331		1330		1305		1332		1352		1355		1353	
	Section Leader (sets)		Lift-Truck Operator		Servicer (supply)		Servicer (lifttruck)		Quality Auditor (printroom)		Print Machine Operator		L-Sealer (retail)		L-Sealer (sets)		Strapping Machine Operator	
Wrk. Place Comm.																		
Listening	•		•		•		•		•		•		•		•		•	
Speaking	•		•		•		•		•		•		•		•		•	
Writing:																		
P.M. Checklists																		
T. Motor Ck. List			•				•											
Daily Prod. Report													•		•			
Stencil	•				•				•		•		•		•		•	
Memo/Notes	•		•		•		•		•		•		•		•		•	
J-Board	•				•				•				•		•		•	
C.O. Card	•				•						•		•		•		•	
UPC Label					•				•		•		•		•		•	
Tip-Ons	•								•		•		•		•		•	
Style Code Form																		
Cutting Order	•				•				•		•		•		•		•	
Requis. Slip					•													
Z-Tickets	•		•				•								•			
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule	•				•													
Emergency Pull List	•																	
Prod. Control Card																		
Q-Tickets																		
On-Line Pick List Form	•																	
Problem Solving																		
On-the-Job	•		•		•		•		•		•		•		•		•	
Interpersonal	•		•		•		•		•		•		•		•		•	
Managing Stress																		
Techniques	•		•		•		•		•		•		•		•		•	

PUT-UP CLASSES CURRICULUM

Week 1 (5/4 - 5/6)
Introduction To Class: job discussion, purpose of class, description
Mac Tour: individual review of the Macintosh computer
25 Word Pretest: writing sentences with 25 randomly chosen fitted words
Vocabulary Introduction: discussion of vocabulary uses at work
discussion of how to use the vocabulary computer program

Week 2 (5/11 - 5/13)
PUORT Pretest: reading about 170 put-up department words orally
TABE Math: math part of TABE predictor test
Vocabulary Program: self-directed computer program reviewing fitted sheets words

Week 3 (5/18 - 5/20)
Math TABE: go over the test results
Begin Math Review: basic math skills review
Vocabulary Program: continued

Week 4 (5/25 - 5/27)
Memorial Day Holiday
Math: discussion continued
Math TABE: post test
Budgeting: presentation by Jeanette Wood on budgeting
Vocabulary Program: continued

Week 5 (6/1 - 6/3)
Intro to Communication: The Animal In You: do the personality survey and "animal" discussion of Lion, Beaver, Otter, and Golden Retriever as presented in the book, *The Two Sides of Love*, by Gary Smalley & John Trent
Animal In You: complete and discuss the "Animal in You" review sheet

Week 6 (6/3 - 6/5)
Communication: discuss the "Listening in the Workplace" module
complete and discuss a "Listening" review sheet
Vocabulary Program: continued

Week 7 (6/15 - 6/16)
Communication: discuss Module 12, "Communicating to Solve Interpersonal Conflict"
view and discuss video, "Communicating to Solve Interpersonal Conflict: An Introduction"
Problem Solving Outline: discuss the Module 3 "Problem Solving Strategies" outline
Conflict Resolution: complete and discuss a "Resolving Conflict" review sheet

Week 8 (6/22 - 6/24)
Computer Simulation: use a designed screen on Macintosh to simulate new utilization of IBM computers on put-up lines
25 Word: post test
PUORT: post test
Retirement Benefits Seminar: presentation by Jody Gaulin of company retirement programs and insurance benefits

Departmental Update

The following departments were completed through the 7 week departmental specific classes:

Pillowcases
Automatics
Fitted Sheets
Special Sew
Put-Up
Training

The following departments were covered by a 7 week computer course which was determined by the task analysis that computer training was the main need:

I.E. (Industrial Engineering)
Office Clerks (Administration)

Departments not complete:

Supply, Maintenance, and Quality Control - Small departments (too small to do individually)

CDC - In the process of changing all jobs by putting in an Inventory Control System. Complete for company at a later date.

BASIC ELECTRICAL TRAINING FOR MECHANICS AND TECHNICIANS

COURSE SCHEDULE

CLASS TIMES: 3:45-5:45 pm

DATES: Mondays and Thursdays

March 16 - April 16 (Pre-Math)

April 20 - August 6 (Fundamentals of AC/DC)

TOTAL HOURS: 20 (Pre-Math)

60 (Fundamentals of AC/DC)

SUPPLIES NEEDED: Paper, Pencil, Scientific Calculator

TEXTBOOK: Fundamentals of AC/DC

INSTRUCTORS: Anna Baldwin (Pre-Math)

Tom Booth (Fundamentals of AC/DC)

REQUIREMENTS FOR CERTIFICATE:

80% class attendance

70% post-test

Departmental-specific Classes Enrollment/Dropout

Department	Total # employees	# started	% of total dept	finishers	dropouts	% retention
Pillow Case	96	38	40%	12	26	32%
Automatics	174	35	20%	9	26	26%
Special Sew	98	16	16%	14	2	88%
Fitted Sheets	371	40	11%	31	9	78%
Packaging (Put-up)	201	34	17%	29	5	85%
	Totals:	163		95	68	58%

Computer Classes	# passed criterion	#"new" students
Beginning dBase	28	28
Intermediate dBase	8	1
Advanced dBase	5	0
Keyboarding	32	13
DOS	41	18
eginning Word Perfe	48	17
ntermed. Word Perfe	12	0
dvanced Word Perfe	4	0
Beginning LOTUS	18	1
Intermediate LOTUS	16	0
Advanced LOTUS	16	0
TOTAL:	228	78

	involved	finished
Grand Totals:	241	173

We will also be running about 45 employees through a pre-training computer skills class in anticipation of an automated packing management system.

DEC 22 '92 11:48AM CU ELEM & SEC EDUC P.2

APPENDIX F

Post Training Evaluation

COURSE EVALUATION

Name: Tina Wilson Date: 3-4-92 Class: Fitted

1) What can you do now that you couldn't do before taking this course?
Nothing, but have a better understanding of words used in fitted + cutting dept.

2) How many classes have you attended so far?
Have not missed classes.

3) Has this course helped you meet or work toward any of your personal goals?
_____ yes _____ no

(If you checked yes, please answer the next part of the question)

In what way?

4) Circle one number in each row across to show how you would rate each item.

How would you rate this program?

Very interesting to me	(5)	4	3	2	1	Boring to me
Very useful to me on the job	5	(4)	3	2	1	Totally useless to me on the job
Much too difficult for me	5	4	3	(2)	1	Much too easy for me
Very useful to me outside work	5	(4)	3	2	1	Totally useless to me outside work
Exactly what I expected	5	(4)	3	2	1	No at all what I expected

How would you rate the materials?

Hard to learn and confusing for me	5	4	3	2	(1)	Easy to learn and simple for me

COURSE EVALUATION

Name: Shirley Wilson Date: 3-4-92 Class: _____

1) What can you do now that you couldn't do before taking this course?

2) How many classes have you attended so far?
14 classes.

3) Has this course helped you meet or work toward any of your personal goals?
✓ yes _____ no

(If you checked yes, please answer the next part of the question)

In what way? improve myself

4) Circle one number in each row across to show how you would rate each item.

How would you rate this program?

Very interesting to me	(5)	4	3	2	1	Boring to me
Very useful to me on the job	(5)	4	3	2	1	Totally useless to me on the job
Much too difficult for me	5	4	3	(2)	1	Much too easy for me
Very useful to me outside work	(5)	4	3	2	1	Totally useless to me outside work
Exactly what I expected	5	(4)	3	2	1	No at all what I expected

How would you rate the materials?

Hard to learn and confusing for me	5	4	3	(2)	1	Easy to learn and simple for me

JOB CLASS SUGGESTION(S) **Date:** 12-11-91

Department: Automatics **Name: (optional)** Velenda Eades

Suggestion(s) about how we should tell workers about these classes:

What should we add to what we said to you? Nothing

What should we change about what we said to you? Nothing

Suggestion(s) about the classes:

What should we add to the classes? Nothing

What should we take out of the classes? Nothing

What else should we do differently in the classes? I think it would have been easier if the classes had been offered when we were working six and seven days instead when we were working six and seven days

Would you tell another worker to take these classes? (yes) no

Why? or Why not? Because you learn alot about yourself and it's like something I enjoyed doing.

BEST COPY AVAILABLE

JOB CLASS SUGGESTION(S) **Date:** 12-11-91

Department: RTD **Name: (optional)** SLAP

Suggestion(s) about how we should tell workers about these classes:

What should we add to what we said to you?

What should we change about what we said to you?

On Company time! (AVERAGE PAY)

Suggestion(s) about the classes:

What should we add to the classes?
NEED TO TALK MORE ABOUT THE KINDS OF PROBLEMS YOU MIGHT RUN INTO ON THE MACHINE AND WHAT MIGHT HELP TO FIX THEM BY THEMSELVES (OPERATORS)

What should we take out of the classes?
THE TYPING PART OF THE COMPUTER CLASS BECAUSE WE DO NOT NEED THAT PETICULAR SKILL TO RUN THE JOBS

What else should we do differently in the classes?
SHOULD SEPERATE THE SEW SIMPLE CLASS & MAYFLOWER CLASSE SO YOU CAN GO IN MORE DEPTH ON THAT PERTICULAR JOB

Would you tell another worker to take these classes? (yes) no

Why? or Why not?

Suggestion = Buy instructor a mechanic one day to go over common machine problems & how to solve them ie. folder

Most Common Problems

JOB CLASS SUGGESTION(S) **Date:** 11/18/91

Department: Auto **Name: (optional)** _____

Suggestion(s) about how we should tell workers about these classes:

What should we add to what we said to you?

I dont know of anything to add

What should we change about what we said to you?

I dont know of anything

Suggestion(s) about the classes:

What should we add to the classes?

More pratice sheets for math.

What should we take out of the classes?

To me it has all been real interesting

What else should we do differently in the classes?

correct sentence used in sentence completion part of computer program (very frustrating)

Would you tell another worker to take these classes? ~~yes~~ **no**

Why? or Why not?

Interesting

COURSE EVALUATION

Name:_____ Date: 3-4-92 Class:_____

1) What can you do now that you couldn't do before taking this course?

Get let out.
Try to get along a little more with people.

2) How many classes have you attended so far?

all classes. I lost count. Every since they first having them down here.

3) Has this course helped you meet or work toward any of your personal goals?

_____ yes _____ no I'm still trying for better

(If you checked yes, please answer the next part of the question)

In what way?

4) Circle one number in each row across to show how you would rate each item.

How would you rate this program?

Very interesting to me	(5)	4	3	2	1	Boring to me
Very useful to me on the job	5	4	(3)	2	1	Totally useless to me on the job
Much too difficult for me	5	4	(3)	2	1	Much too easy for me
Very useful to me outside work	5	4	(3)	2	1	Totally useless to me outside work
Exactly what I expected	5	4	3	(2)	1	No at all what I expected

How would you rate the materials?

Hard to learn and confusing for me	5	4	(3)	2	1	Easy to learn and simple for me

COURSE EVALUATION

Name:_____ Date:_____ Class:_____

1) What can you do now that you couldn't do before taking this course?

2) How many classes have you attended so far?
_____ classes.

3) Has this course helped you meet or work toward any of your personal goals?
_____ yes _____no

(If you checked yes, please answer the next part of the question)

In what way?

4) Circle one number in each row across to show how you would rate each item.

How would you rate this program?

Very interesting to me	5	4	3	2	1	Boring to me
Very useful to me on the job	5	4	3	2	1	Totally useless to me on the job
Much too difficult for me	5	4	3	2	1	Much too easy for me
Very useful to me outside work	5	4	3	2	1	Totally useless to me outside work
Exactly what I expected	5	4	3	2	1	No at all what I expected

How would you rate the materials?

Hard to learn and confusing for me	5	4	3	2	1	Easy to learn and simple for me

Dept: Fitted Sheets										6 comments
1a	1b	3	4a	4b	4c	4d	4e	4f	5	
1	1	Y	4	3	2	1	3	1	Y	In math teach how to convert minutes to a decimal.
0	0	Y	5	5	2	5	4	2	Y	Need more time
1	1	Y	5	3	3	3	2	3	Y	
1	2	Y	5	4	2	4	4	1		
1	13	Y	5	4	2	4	5	5	Y	Make mandatory for all
		Y	4	3	3	4	3	3	Y	Have more work on the computer
1	1	Y	4	4	3	3	4	3	Y	
			5	3	4	3	3	1	Y	
1	1	Y	4	3	3	5	3	3	Y	
1	3	Y	5	5	1	5	5	1	Y	
1	24	Y	4	5	3	3	1	1	Y	Install more computers; have equal time for all on computers
1	1	Y	4	2	2	2	3	1	Y	Make more difficult - for a challenge
1	34	N	3	2	3	2	2	3	Y	More time in class so that explaination can be more indepth
1	3	Y	5	3	3	4	3	3	Y	More time on basics and communicating
1	1	Y	5	5	1	5	1	1	Y	Last longer
1	235	Y	5	5	3	5	3	2	Y	
0	0	Y	5	4	od Cl	4	5	3	Y	Last Longer
0	0	Y	5	5	2	5	4	1	Y	
0	0	Y	4	3	2	2	3	4	Y	Financial seminars important
0	0	Y	4	4	1	3	1	4	Y	
1	3	Y	5	5	3	5	3	3	Y	
1	1	Y	5	5	5	5	5	5	Y	
0	0		4	4	3	3	1	4	Y	
0	0	Y	5	5	3	5	5	5	Y	
1	31	Y	5	5	5	5	5	5	Y	
0	0	N	5	2	3	4	3	2	Y	
1	35	N	5	4	4	4	4	4	Y	Not enough computer time
1	2	Y	5	4	3	3	5	2	Y	
-	0	Y	2	3	3	2	2	3		
		mean:	4.5	3.9	2.6	3.7	3.3	2.7		

Dept: Put-up										
1a	1b	3	4a	4b	4c	4d	4e	4f	5	6 comments
1	45	Y	4	5	3	3	3	3	Y	
0	0	Y	5	3	3	3	1	4	Y	
0	0	N	4	3	4	3	3	4	Y	
1	5	Y	1	1	1	3	2	1	Y	Get paid for taking class
0	0	Y	4	5	3	3	5	3		
0	0	Y	5	5		5	5	6	Y	
0	0	Y	5	5		5	5	3	Y	
1	1	Y	5	4	4	4	4	1	Y	
0	0	Y	4	3	2	4	1	1	Y	
1	4	Y	4	4	2	4	3	2	Y	Teachers patient
1	35	Y	5	3	3	2	4	2	Y	Study math longer
0	0	Y	4	4	2	3	3	1	Y	
0	0	Y	4	4	3	3	4	4	Y	
0	4	Y	5	4	2	3	3	2	Y	Have more actual computer classes
1	4	Y	5	4	3	3	4	1	Y	
1	4	Y	5	5	3	5	3	1	Y	Go into more detail with math
1	4	Y	5	5	3	5	1	1	Y	Last longer
0	0	Y	5	4	3	3	3	1	Y	Continue classes; maybe a one time a month program
1	34	Y	5	5	4	5	4	4	Y	
0	0	N	3	3	3	3	2	3		
		mean	4.4	4	2.8	3.6	3.2	2.4		

Dept: Special Sewing										6 comments	
1a	1b	3	4a	4b	4c	4d	4e	4f	5		
1	4	Y	4	5	2	5	1	1	Y	Q	
0	0	Y	5	5		5	3	3	Y		
1	12	Y	5	5	3	4	1	1	Y		
1	3	Y	5	3	3	3	3		Y		
1	24	Y	5	5	3	3	3	2	Y		
1	4	Y	5	5	1	5	2	1			
1	4	Y	5	5	4	4	1	3	Y		
		mean	4.9	4.7	2.7	4.1	2	1.8			

REASONS FOR DROPPING AUTO CLASS

1. Caring for sick parents (i.e. alternating care with a sibling).
2. Student is enrolled in another class and finds taking two classes simultaneously too demanding (i.e. GED, PALS, or computer class).
3. Children are sick.
4. Puts too much on spouse's responsibilities (i.e. spouse can't take care of children).
5. Class was not what the student anticipated (i.e. student thought the class was teaching general vocabulary improvement).
6. Student does not see the need to learn more about their department (i.e. "I've been working in this department for 15 years. What I don't know by now, I don't need").
7. Class is boring.
8. Student transfers to another department.
9. Student doesn't have time.
10. Student is working two jobs and can't make it to class.
11. Student has home problems (i.e. unwanted pregnancy, girlfriend diagnosed with ill ness, etc.).
12. Student's friend drops class for some reason so student drops, also.
13. Student develops prolonged illness.
14. Student is working a lot of overtime (6 days, 12 hours, etc.) and can't do anymore.
15. Student rides with someone and can't make the class.

Martha J. Harris
12/16/91

Teacher Interview

Name_____

Qualifications
- o Degree_____
- o Experience_____

Hours on the job_____.

1. What were the reasons given by the participants for attending the literacy classes.

2. How did you determine students' functioning levels before, during and after instruction for:
   - o Vocabulary
   - o Reading
   - o Math
   - o Problem Solving
   - o Communication

3. Were the assessment measure adequate?

4. What techniques or methods did you use to deliver instruction?

APPENDIX G

Job mobility Chart

Master

Job Mobility

Chart

includes following departments of the Fabrication plant:
pillowcase
automatics
fitted-sheets
special sew
put-up (packaging)

PILLOWCASE DEPARTMENT
VOCABULARY AND READING

Name:_____ Job:_____ Shift:___ Department: _____

Cloze 1:____ IRI 1:____ Port 1:____ Able 1:_____

Cloze 2:____ IRI 2:____ Port 2:____ Able 2:_____

Job #:	1320 Cleaner		1332 Repair		1333 SP #1		1333 SP #2		1336 Planner		2210 Tech.		2211 D. Tech.		2450 Oper.		P.M. Crew	
Vocabulary																		
Word Study	*		*		*		*		*		*		*		*		*	
Multiple Meanings	*		*		*		*		*		*		*		*		*	
Check-Up	*		*		*		*		*		*		*		*		*	
Root Words	*		*		*		*		*		*		*		*		*	
Prefixes	*		*		*		*		*		*		*		*		*	
Suffixes	*		*		*		*		*		*		*		*		*	
Check-Up	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. daily report																	*	
T. Motor Ck. List							*											
Oper. Dly. Pro. Rep.															*		*	
Daily Main. CL											*		*					
Memo	*		*		*		*		*		*		*		*		*	
Repair Prod. Report			*															
C.O. Card			*		*		*		*						*			
Supplies					*				*									
Sew Route					*		*		*						*			
Ticket for Roll					*		*		*						*			
Cutting Order			*		*		*		*						*			
Requis. Slip					*		*		*									
Repair Cards			*															
Repair Mach. Wk. CL.											*		*					
Clean. daily report	*																	
Quality report															*			
Journal Entries	*		*		*		*		*		*		*		*		*	
Tow Motor Book							*		*									

Anna O. Baldwin, Project Director
WestPoint Pepperell, Inc. - Fabrication Plant
Workplace Literacy Project V198A10-139
Cherry Road Extension
Clemson, SC 29633-1800

PILLOWCASE DEPARTMENT
MATH

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ Able 1:_____

Math WS. 2:_____ Able 2:_____

Job #:	1320 Cleaner		1332 Repair		1333 SP #1		1333 SP #2		1336 Planner		2210 Tech.		2211 D. Tech.		2450 Oper.		P.M. Crew	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Material Needed							*		*						*			
Product Produced			*		*		*		*		*		*		*		*	
Adjustments											*		*		*		*	
Measurement																		
Tape Measure			*								*		*		*		*	
Pillowcase			*												*			
Roll of Cloth															*			
Tolerance			*								*		*		*		*	
Metric Measures											*		*		*		*	
Reading Guages											*		*		*		*	
Reading Scales	*																	
Operations																		
Counting			*		*		*								*			
Adding	*		*		*		*		*						*			
Subtracting	*				*				*						*			
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents															*			
Quality																		
Sampling			*												*			
Probability			*												*			
Computer Skills																		
Data Entry					*		*		*		*		*		*		*	
DBase Knowledge					*		*		*									
DOS																		
Lotus 123																		
DBase																		
Word Perfect																		

Anna O. Baldwin, Project Director
WestPoint Pepperell, Inc. - Fabrication Plant, Cherry Road Extension. Clemson, SC 29633-1800
Workplace Literacy Project V198A10-139

PILLOWCASE DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING

Name:_____ Job:_____ Shift:___

Job #:	1320 Cleaner	1332 Repair	1333 SP #1	1333 SP #2	1336 Planner	2210 Tech.	2211 D. Tech.	2450 Oper.	P.M. Crew
Communication									
Listening	*	*	*	*	*	*	*	*	*
Speaking	*	*	*	*	*	*	*	*	*
Writing:									
P.M. Daily Report									*
T.Motor Ck. List				*					
Shift Ck. List								*	
Daily Main. Ck. List						*	*		
Repair Mach.Wk. CL.						*	*		
Notes/Memos	*	*	*	*	*	*	*	*	*
Repair Prod. Report		*							
C.O. Card			*		*			*	
Supplies			*		*				
Sew Route			*	*	*				
Ticket for Roll			*	*	*			*	
Cutting Order		*	*	*	*			*	
Requis. Slip			*	*	*				
Quality Report								*	
Journal Entries	*	*	*	*		*	*	*	*
Towmotor Book				*	*				
Clean. Daily Rep.	*				*				
Repai r Cards		*		*					
Oper. Dly. Prod. Rep.									
Problem Solving									
On-the-Job	*	*	*	*	*	*	*	*	*
Interpersonal	*	*	*	*	*	*	*	*	*

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Clemson, SC 29633-1800

AUTOMATICS DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ AORT 1:_____ TABE Locator 1:_____
25 words/sentences 2:_____ AORT 2:_____ TABE Locator 2:_____

Job #:	1320		2331		1330		2353		1332		2210		2310		2450		1210	
	Cleaner		Repair		Tow Motor/ Service		Folder/ Ribbons		Planner		Tech.		D. Tech.		Hemmer		P.M.	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. daily report																	*	
T. Motor Ck. List					*													
Hem. Dly. Pro. Rep.															*			
Daily Main. CL											*		*					
Memo/Notes	*		*		*		*		*		*		*		*		*	
Repair Prod. Report			*															
C.O. Card			*		*		*		*						*			
Ribbons Report			*				*								*			
Sew Route					*				*									
Ticket for Roll					*		*		*						*			
Cutting Order			*		*		*		*						*			
Requis. Slip			*		*		*		*		*		*		*		*	
Repair Report					*													
Weekly Main. CL.											*		*					
Folder Dly. Prod. Rep.							*											
Quality report							*											
Journal Entries	*		*		*		*		*		*		*		*		*	
Tow Motor Book					*													
Rerun Request					*				*									

Anna O. Baldwin, Project Director
WestPoint Pepperell, Inc. - Fabrication Plant
Workplace Literacy Project V198A10-139
Cherry Road Extension
Clemson, SC 29633-1800

AUTOMATICS DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ TABE Locator 1:_____

Math WS. 2:_____ TABE Locator 2:_____

Job #:	1320		2331		1330		2353		1332		2210		2310		2450		1210	
	Cleaner		Repair		Service		Folder/ Ribbons		Planner		Tech.		D. Tech.		Hemmer		P.M.	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Adjustments							*				*		*		*		*	
Measurement																		
Tape Measure			*								*		*		*		*	
Flat Sheet			*												*			
Roll of Cloth															*			
Tolerance			*								*		*		*		*	
Metric Measures											*		*		*		*	
Reading Guages							*				*		*		*		*	
Reading Scales	*																	
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents							*								*			
Calculators			*		*		*		*						*			
Quality																		
Sampling			*				*								*			
Probability			*				*								*			
Computer Skills																		
Data Entry							*		*		*		*		*		*	
DBase Knowledge									*									
DOS																		
Lotus 123																		
DBase																		
Word Perfect																		

Anna O. Baldwin, Project Director
WestPoint Pepperell, Inc., Fabrication Plant, Cherry Road Extension
Workplace Literacy Project V198A10-139
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AUTOMATICS DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1320		2332		1330		2353		1332		2210		2310		2450		1210	
	Cleaner		Repair		Tow Motor/ Service		Folder/ Ribbons		Planner		Tech.		D. Tech.		Hemmer		P.M.	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. daily report																	*	
T. Motor Ck. List					*													
Hem. Dly. Pro. Rep.																		
Daily Main. CL											*		*		*			
Memo/Notes	*		*		*		*		*		*		*		*		*	
Repair Prod. Report			*															
C.O. Card			*		*		*		*									
Ribbons Report			*				*								*			
Sew Route					*				*						*			
Ticket for Roll					*		*		*									
Cutting Order			*		*		*		*						*			
Requis. Slip			*		*		*		*		*		*		*		*	
Repair Report					*													
Weekly Main. CL.											*		*					
Folder Dly. Prod. Rep.							*											
Quality report							*											
Journal Entries	*		*		*		*		*		*		*		*		*	
Tow Motor Book					*													
Rerun Request					*				*									
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

Anna O. Baldwin, Project Director
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FITTED SHEET DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ F-SORT 1:_____ TABE Locator 1:_____
25 words/sentences 2:_____ F-SORT 2:_____ TABE Locator 2:_____

Job #:	1320		1343		1330		3451		1332		1212		1451		2451		1210	
	Cleaner		Lift Truck (Tow Motor) Operator		Servicer Recorder		Inspect/ Fold		Planning Coord.		Auto. Equip. Tech.		Pattern Cutter		Bind Bottom Fitt. Hem.		Fab. Fixer	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. Checklists											*						*	
T. Motor Ck. List			*															
Daily Prod. Report					*		*						*		*			
Daily Summary Sheet											*							
Memo/Notes	*		*		*		*		*		*		*		*		*	
Rerun Request									*									
C.O. Card					*		*		*				*		*			
Defects Report							*											
Rush Order									*									
Ticket for Roll			*		*				*				*					
Cutting Order			*		*		*		*				*		*			
Requis. Slip									*									
Repairs Report							*								*			
Mach. DT Report															*		*	
Daily Waste Report					*													

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Clemson, SC 29633-1800

FITTED SHEET DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Math WS. 1:_____ TABE Locator 1:_____

Math WS. 2:_____ TABE Locator 2:_____

Job #:	1320	1343	1330	3451	1332	1212	1451	2451	1210
	Cleaner	Lift Truck (Tow Motor) Operator	Servicer Recorder	Inspect/ Fold	Planninig Coord.	Auto. Equip. Tech.	Pattern Cutter	Bind Bottom Fitt. Hem.	Fab. Fixer
Estimation									
How to???	*	*	*	*	*	*	*	*	*
Pay Check	*	*	*	*	*	*	*	*	*
Adjustments									
Measurement									
Tape Measure	*		*	*	*	*	*	*	*
Fitted Sheet				*			*	*	
Reading Scales			*						
Operations									
Counting	*	*	*	*	*	*	*	*	*
Adding	*	*	*	*	*	*	*	*	*
Subtracting	*	*	*	*	*	*	*	*	*
Multipling	*	*	*	*	*	*	*	*	*
Dividing	*	*	*	*	*	*	*	*	*
Fractions	*	*	*	*	*	*	*	*	*
Decimals	*	*	*	*	*	*	*	*	*
Percents				*	*	*	*	*	*
Calculators				*	*	*			
								*	
Quality									
Sampling				*					
Probability				*					
Computer Skills									
Data Entry					*				
DBase Knowledge					*				

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Clemson, SC 29633-1800

FITTED SHEET DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1320		1343		1330		3451		1332		1212		1451		2451		1210	
	Cleaner		Liift Truck (Tow Motor) Operator		Servicer Recorder		Inspect/ Fold		Planning Coord.		Auto. Equip. Tech.		Pattern Cutter		Bind Bottom Fitt Hem		Fab. Fixer	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. Checklists											*						*	
T. Motor Ck. List			*															
Daily Prod. Report					*		*						*		*			
Daiily Summary Sheet											*							
Memo/Notes	*		*		*		*		*		*		*		*		*	
Rerun Request									*									
C.O. Card					*		*		*				*		*			
Defects Report							*											
Rush Order									*									
Ticket for Roll			*		*				*				*					
Cutting Order			*		*		*		*				*		*			
Requis. Slip									*									
Repairs Report							*								*			
Mach. DT Report																		
Daily Waste Report					*										*		*	
Tow Motor Book			*															
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

Anna O. Baldwin, Project Director
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SPECIAL SEW DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ S-SORT 1:_____
25 words/sentences 2:_____ S-SORT 2:_____

Job #:	1321		1337		1330		1333		1334		1335		1339		2359 &2451		1210	
	Cleaner		Liift Truck Operator/ Checker		Servicer-Fab (Tab Dist.)		Servicer Recorder		Servicer Recorder (Take Away)		Servicer-Fab (Trucker)		Servicer-Rework		Hem Sheets and P.C		Fab. Fixer	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. Checklists																	*	
T. Motor Ck. List			*															
Daily Prod. Report							*		*				*		*			
Tow Motor Book			*															
Memo/Notes	*		*		*		*		*		*		*		*		*	
Rerun Request			*															
C.O. Card					*		*		*		*		*		*			
Defects Report							*											
Rush List					*		*		*		*		*					
Ticket for Roll			*										*					
Cutting Order			*		*		*		*		*		*					
Requis. Slip					*												*	
Repairs Report							*		*									
Off-Quality Report									*									
Rerun Card									*									
Floor Count									*									
Waterbed Schedule									*									
Rehandle Schedule			*															
Emergency Pull List									*									
Prod. Control Card									*									

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SPECIAL SEW DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ S-SORT 1:_____
25 words/sentences 2:_____ S-SORT 2:_____

Job #:	2453 Hem Waterbed Sheets		3359 & 3451 Inspect/Fold Sheets with Trims		3453 Inspect/Fold Waterbed Sheets		2459 Dual Head-Sew Op.	
Vocabulary								
Defects	*		*		*		*	
General	*		*		*		*	
Malfunctions	*		*		*		*	
Parts	*		*		*		*	
Tools	*		*		*		*	
Reading Skills								
Forms:								
P.M. Checklists								
T. Motor Ck. List								
Daily Prod. Report	*		*		*		*	
Tow Motor Book								
Memo/Notes	*		*		*		*	
Rerun Request								
C.O. Card	*		*		*		*	
Defects Report								
Rush List								
Ticket for Roll								
Cutting Order								
Requis. Slip								
Repairs Report			*		*			
Off-Quality Report								
Rerun Card								
Floor Count								
Waterbed Schedule								
Rehandle Schedule								
Emergency Pull List								
Prod. Control Card								

SPECIAL SEW DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	1321 Cleaner		1336 Liift Truck Operator/ Checker		1330 Servicer- Fab (Tab Dist.)		1333 Servicer Recorder		1334 Servicer Recorder (Take Away)		1335 Servicer- Fab (Trucker)		1339 Servicer- Rework		2359 &2451 Hem Sheets and P.C		1210 Fab. Fixer	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Measurement																		
Tape Measure															*		*	
Reading Scales	*																*	
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents					*		*		*		*							
Calculators					*		*		*		*				*			
Quality																		
Sampling															*			
Probability															*			
Computer Skills																		
Data Entry					*		*		*		*		*					
DBase Knowledge					*		*		*		*		*					

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SPECIAL SEW DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	2453 Hem Waterbed Sheets		3359 & 3451 Inspect/Fold Sheets with Trims		3453 Inspect/Fold Waterbed Sheets		2459 Dual Head-Sew Op.	
Estimation								
How to???	*		*		*		*	
Pay Check	*		*		*		*	
Measurement								
Tape Measure	*		*		*		*	
Reading Scales								
Operations								
Counting	*		*		*		*	
Adding	*		*		*		*	
Subtracting	*		*		*		*	
Multipling	*		*		*		*	
Dividing	*		*		*		*	
Fractions	*		*		*		*	
Decimals	*		*		*		*	
Percents	*		*		*		*	
Calculators	*		*		*		*	
Quality								
Sampling	*		*		*		*	
Probability	*		*		*		*	
Computer Skills								
Data Entry								
DBase Knowledge								

SPECIAL SEW DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1321 Cleaner		1337 Liift Truck Operator/ Checker		1330 Servicer-Fab (Tab Dist.)		1333 Servicer Recorder		1334 Servicer Recorder (Take Away)		1335 Servicer-Fab (Trucker)		1339 Servicer-Rework		2359 &2451 Hem Sheets and P.C.		1210 Fab. Fixer	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. Checklists																	*	
T. Motor Ck. List			*															
Daily Prod. Report							*		*				*		*			
Daily Summary Sheet							*											
Memo/Notes	*		*		*		*		*		*		*		*		*	
Rerun Request			*															
C.O. Card					*		*		*		*		*		*			
Defects Report							*											
Rush List					*		*		*		*		*					
Ticket for Roll			*										*					
Cutting Order			*		*		*		*		*		*					
Requis. Slip					*												*	
Repairs Report							*		*									
Tow Motor Book			*															
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

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SPECIAL SEW DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	2453 Hem Waterbed Sheets		3359 & 3451 Inspect/Fold Sheets with Trims		3453 Inspect/Fold Waterbed Sheets		2459 Dual Head-Sew Op.	
Wrk. Place Comm.								
Listening	*		*		*		*	
Speaking	*		*		*		*	
Writing:								
P.M. Checklists								
T. Motor Ck. List								
Daily Prod. Report	*		*		*		*	
Daily Summary Sheet								
Memo/Notes	*		*		*		*	
Rerun Request								
C.O. Card								
Defects Report								
Rush List								
Ticket for Roll								
Cutting Order								
Requis. Slip								
Repairs Report			*		*			
Tow Motor Book								
Problem Solving								
On-the-Job	*		*		*		*	
Interpersonal	*		*		*		*	
Managing Stress								
Techniques	*		*		*		*	

PUT-UP DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____

25 words/sentences 1:_____ S-SORT 1:_____

25 words/sentences 2:_____ S-SORT 2:_____

Job #:	2452 AMSCO Operator (Sheets)		2453 AMSCO Operator (PC)		1207 Section Leader Mechanic		1208 Mechanic 17		1220 Cleaner		1304 Data Entry Clerk (retail)		1306 Data Entry Clerk (bulk)		1336 Service Recorder (QC)		1319 Planning Coordinator	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. Checklists							*											
T. Motor Ck. List																		
Daily Prod. Report											*		*					
Stencil	*		*		*						*		*		*		*	
Memo/Notes	*		*		*		*		*		*		*		*		*	
I-Board	*		*		*						*		*		*		*	
C.O. Card	*		*		*						*		*		*		*	
UPC Label	*		*		*						*		*		*		*	
Tip-Ons	*		*		*						*		*		*		*	
Style Code Form	*		*															
Cutting Order	*		*		*						*		*		*		*	
Requis. Slip																		
Z-Tickets																		
Off-Quality Report																	*	
System 36 Forms															*			
Close Out List											*		*					
Rehandle Schedule											*		*					
Linked Shrink Schedule																	*	
Emergency Pull List																	*	
Prod. Control Card																		
Q-Tickets											*		*					
On-Line Pick List Form																	*	

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PUT-UP DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ S-SORT 1:_____
25 words/sentences 2:_____ S-SORT 2:_____

Job #:	1301 Section Leader (Sets)		1333 Lift-Truck Operator		1331 Servicer (Supply)		1330 Servicer (LiftTruck)		1305 Quality Auditor (printroom)		1332 Print Machine Operator		1352 L-Sealer (retail)		1355 L-Sealer (sets)		1353 Strapping Machine Operator	
Vocabulary																		
Defects	*		*		*		*		*		*		*		*		*	
General	*		*		*		*		*		*		*		*		*	
Malfunctions	*		*		*		*		*		*		*		*		*	
Parts	*		*		*		*		*		*		*		*		*	
Tools	*		*		*		*		*		*		*		*		*	
Reading Skills																		
Forms:																		
P.M. Checklists																		
T. Motor Ck. List			*				*											
Daily Prod. Report													*		*			
Stencil	*				*				*		*		*		*		*	
Memo/Notes	*		*		*		*		*		*		*		*		*	
I-Board	*				*				*		*		*		*		*	
C.O. Card	*				*				*		*		*		*		*	
UPC Label	*				*				*		*		*		*		*	
Tip-Ons	*				*				*		*		*		*		*	
Style Code Form																		
Cutting Order	*				*				*		*		*		*		*	
Requis. Slip					*													
Z-Tickets	*		*				*								*			
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule	*				*													
Emergency Pull List	*																	
Prod. Control Card																		
Q-Tickets																		
On-Line Pick List Form	*																	

PUT-UP DEPARTMENT
VOCABULARY AND READING
PROGRESS SHEET

Name:_____ Shift:_____ Job:_____
25 words/sentences 1:_____ S-SORT 1:_____
25 words/sentences 2:_____ S-SORT 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Vocabulary																		
Defects	*		*		*		*		*		*		*					
General	*		*		*		*		*		*		*					
Malfunctions	*		*		*		*		*		*		*					
Parts	*		*		*		*		*		*		*					
Tools	*		*		*		*		*		*		*					
Reading Skills																		
Forms:																		
P.M. Checklists																		
T. Motor Ck. List																		
Daily Prod. Report	*		*						*				*					
Stencil	*		*		*		*		*		*		*					
Memo/Notes	*		*		*		*		*		*		*					
J-Board	*		*		*		*		*		*		*					
C.O. Card	*		*		*		*		*		*		*					
UPC Label	*		*		*		*		*		*		*					
Tip-Ons	*		*		*		*		*		*		*					
Style Code Form											*							
Cutting Order	*		*		*		*		*		*		*					
Requis. Slip																		
Z-Tickets					*													
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule																		
Emergency Pull List																		
Prod. Control Card	*		*						*		*		*					
Q-Tickets																		
On-Line Pick List Form																		

PUT-UP DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	2452 AMSCO Operator (Sheets)		2453 AMSCO Operator (PC)		1207 Section Leader Mechanic		1208 Mechanic 17		1220 Cleaner		1304 Data Entry Clerk (retail)		1306 Data Entry Clerk (bulk)		1336 Service Recorder (QC)		1319 Planning Coordinator	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Measurement																		
Tape Measure																		
Reading Scales																		
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents					*		*		*		*							
Calculators	*		*		*		*		*		*		*		*		*	
Quality																		
Sampling	*		*		*						*		*		*		*	
Probability	*		*		*						*		*		*		*	
Computer Skills																		
Data Entry	*		*		*						*		*		*		*	
DBase Knowledge	*		*		*						*		*		*		*	

Anna O. Baldwin, Project Director
WestPoint Pepperell, Inc. - Fabrication Plant
Workplace Literacy Project V198A10-139
Cherry Road Extension
Clemson, SC 29633-1800

PUT-UP DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	1301 Section Leader (sets)		1333 Lift-Truck Operator		1331 Servicer (supply)		1330 Servicer (lifttruck)		1305 Quality Auditor (printroom)		1332 Print Machine Operator		1352 L-Sealer (retail)		1355 L-Sealer (sets)		1353 Strapping Machine Operator	
Estimation																		
How to???	*		*		*		*		*		*		*		*		*	
Pay Check	*		*		*		*		*		*		*		*		*	
Measurement																		
Tape Measure																		
Reading Scales																		
Operations																		
Counting	*		*		*		*		*		*		*		*		*	
Adding	*		*		*		*		*		*		*		*		*	
Subtracting	*		*		*		*		*		*		*		*		*	
Multipling	*		*		*		*		*		*		*		*		*	
Dividing	*		*		*		*		*		*		*		*		*	
Fractions	*		*		*		*		*		*		*		*		*	
Decimals	*		*		*		*		*		*		*		*		*	
Percents	*		*		*		*		*		*		*		*		*	
Calculators	*		*		*		*		*		*		*		*		*	
Quality																		
Sampling	*				*				*		*		*		*		*	
Probability	*				*				*		*		*		*		*	
Computer Skills																		
Data Entry	*		*		*		*		*		*		*		*		*	
DBase Knowledge	*		*		*		*		*		*		*		*		*	

PUT-UP DEPARTMENT
MATH
PROGRESS SHEET

Name:_____ Job:_____ Shift:___
Math WS. 1:_____ TABE Locator 1:_____
Math WS. 2:_____ TABE Locator 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Estimation																		
How to???	*		*		*		*		*		*		*					
Pay Check	*		*		*		*		*		*		*					
Measurement																		
Tape Measure																		
Reading Scales																		
Operations																		
Counting	*		*		*		*		*		*		*					
Adding	*		*		*		*		*		*		*					
Subtracting	*		*		*		*		*		*		*					
Multipling	*		*		*		*		*		*		*					
Dividing	*		*		*		*		*		*		*					
Fractions	*		*		*		*		*		*		*					
Decimals	*		*		*		*		*		*		*					
Percents	*		*		*		*		*		*		*					
Calculators	*		*		*		*		*		*		*					
Quality																		
Sampling	*		*		*		*		*		*		*					
Probability	*		*		*		*		*		*		*					
Computer Skills																		
Data Entry	*		*		*		*		*		*		*					
DBase Knowledge	*		*		*		*		*		*		*					

PUT-UP DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	2452 AMSCO Operator (Sheets)		2453 AMSCO Operator (PC)		1207 Section Leader Mechanic		1208 Mechanic 17		1220 Cleaner		1304 Data Entry Clerk (retail)		1306 Data Entry Clerk (bulk)		1336 Service Recorder (QC)		1319 Planning Coordinator	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. Checklists							*											
T. Motor Ck. List																		
Daily Prod. Report											*		*					
Stencil	*		*		*						*		*		*		*	
Memo/Notes	*		*		*		*		*		*		*		*		*	
J-Board	*		*		*								*		*		*	
C.O. Card	*		*		*						*		*		*		*	
UPC Label	*		*		*						*						*	
Tip-Ons	*		*		*						*		*		*		*	
Style Code Form			*															
Cutting Order	*		*		*						*		*		*		*	
Requis. Slip																		
Z-Tickets																	*	
Off-Quality Report															*			
System 36 Forms											*		*					
Close Out List											*		*					
Rehandle Schedule																	*	
Linked Shrink Schedule																	*	
Emergency Pull List																		
Prod. Control Card											*		*					
Q-Tickets																	*	
On-Line Pick List Form																		
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*				*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

Anna O. Baldwin, Project Director
WestPoint Pepperell, Inc. - Fabrication Plant
Workplace Literacy Project V198A10-139
Cherry Road Extension
Clemson, SC 29633-1800

PUT-UP DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1301		1333		1331		1330		1305		1332		1352		1355		1353	
	Section Leader (sets)		Lift-Truck Operator		Servicer (supply)		Servicer (lifttruck)		Quality Auditor (printroom)		Print Machine Operator		L-Sealer (retail)		L-Sealer (sets)		Strapping Machine Operator	
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*		*		*	
Speaking	*		*		*		*		*		*		*		*		*	
Writing:																		
P.M. Checklists																		
T. Motor Ck. List			*				*											
Daily Prod. Report													*		*			
Stencil	*				*				*		*		*		*		*	
Memo/Notes	*		*		*		*		*		*		*		*		*	
J-Board	*				*				*				*		*		*	
C.O. Card	*				*						*		*		*		*	
UPC Label					*				*		*		*		*		*	
Tip-Ons	*								*		*		*		*		*	
Style Code Form																		
Cutting Order	*				*				*		*		*		*		*	
Requis. Slip					*													
Z-Tickets	*		*				*								*			
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule	*				*													
Emergency Pull List	*																	
Prod. Control Card																		
Q-Tickets																		
On-Line Pick List Form	*																	
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*		*		*	
Interpersonal	*		*		*		*		*		*		*		*		*	
Managing Stress																		
Techniques	*		*		*		*		*		*		*		*		*	

PUT-UP DEPARTMENT
COMMUNICATION AND PROBLEM SOLVING
PROGRESS SHEET

Name:_____ Job:_____ Shift:___

Communication/Problem Solving 1:_____
Communication/Problem Solving 2:_____

Job #:	1356 Packer Shanklin (sets)		1358 Packer Shanklin (retail)		2326 Service Recorder (layup)		1334 Servicer (trucker)		1359 Bag Pack Operator (misc.)		1354 Packer (AMSCO)		1357 Bag Pack Operator (v-bag/vertrod)					
Wrk. Place Comm.																		
Listening	*		*		*		*		*		*		*					
Speaking	*		*		*		*		*		*		*					
Writing:																		
P.M. Checklists																		
T. Motor Ck. List																		
Daily Prod. Report	*		*						*				*					
Stencil	*		*		*		*		*		*		*					
Memo/Notes	*		*		*		*		*				*					
J-Board	*		*		*		*		*		*		*					
C.O. Card	*		*		*		*		*		*		*					
UPC Label			*		*		*		*		*		*					
Tip-Ons	*		*		*		*		*		*		*					
Style Code Form											*							
Cutting Order	*		*		*		*		*		*		*					
Requis. Slip																		
Z-Tickets					*													
Off-Quality Report																		
System 36 Forms																		
Close Out List																		
Rehandle Schedule																		
Linked Shrink Schedule																		
Emergency Pull List																		
Prod. Control Card	*		*						*		*		*					
Q-Tickets																		
On-Line Pick List Form																		
Problem Solving																		
On-the-Job	*		*		*		*		*		*		*					
Interpersonal	*		*		*		*		*		*		*					
Managing Stress																		
Techniques	*		*		*		*		*		*		*					

APPENDIX H

Dissemination

List of companies that have visited the classroom as of July 17, 1992.

Duane E. Wilson
Manager of Quality Systems
Schlumberger Industries
Electricity Division
West Union, South Carolina 29696

J. Marcell Robinson
Personnel/Training Representative
Phillips Fibers Corporation
A Subsidiary of Phillips 66 Company
Seneca, South Carolina 29679

Robert Justus
Manager of Training and Health Services
Galey & Lord
Society Hill, South Carolina 29593

Jim White
Human Resources Department
Ryobi Motor Products Corporation
Pickens, South Carolina 29671

Marcia Shuler
Work Force Specialist
Office of the Governor
South Carolina Initiative for Work Force Excellence
Florence, South Carolina 29501

Ben Keese
Personnel Manager
Michelin Tire Corporation
Greenville, South Carolina

Al ? (Tommy Liles-Adult Ed. Director)
Wellman Corporation
Lake City, South Carolina 29560

Keith Scott
Michelin Tire Corporation (Greenville Plant & Spartanburg Plant)
Manufacturing Division
Anderson Plant
P.O. Box 308
Sandy Springs, South Carolina 29677

Larry Collins, Personnel Manager
Mairfair Mills Inc.
Lincolnton, Ga

Jim Miller, Personnel Manager
Mairfair Mills Inc.
Starr, SC 29684

Shellie Chapman, Training Manager
Jocobs Chuck Mfg.
Clemson, SC.

LAST NAME	FIRST NAME	POSITION	COMPANY
Ayers	Deborah	Literacy Coordinator	Abbeville County School District
Baldwin	Joe	Plant Manager	The Bibb Company, White Horse Plants
Bell	Francis	Industry Specialist with AE Program	Anderson 1&2 AE
Bowen	Mickie	Secretary	WestPoint Pepperell - Wellington Plant
Bowers	Jim	Community Education and Business Specialist	Pickens County School District
Brannon	Jean	WFI Wkforce Spec.	Spartanburg Technical College
Brown	Vernon	Manager of Cost & Engr.	Reeves Brothers Inc.
Catoe	Beverly	WFI Program Coord.	Spartanburg Technical College
Chapman	Shellie B.	Training Coordinator	Jacobs Chuck Mfg. Co.
Collins	Larry	Personnel Manager	Mairfair Mills Inc.
Cottle	Jack	Human Resource Manager	The Bibb Company, White Horse Plants
Craft	Fred	Human Resources Manager	Cheraw Yarn Mills, Inc.
Daniel	Cherry	Director of Adult Education	Dorchester District II
Davis	Steve	Learning Center Coordinator	Michelin Tire
DeJong	Carol	Indust. Coord.	Greenwood Literacy Council
Dorman	Paul	Personnel Mgr.	Mayfair Mills, Inc.
Dowdy	Elaine	Education Associate	State Department of Education
Ducan	John	Training Director	The Torrington Company
Durham	Phyllis	Employment Manager	Ryobi Motor Products
Fahey	Danny	Skills Enhancement Dir.	MayFair Mills
Fashaner	Linda W.	EIP Counselor	South Carolina Vocational Rehabilitation
Ferguson	Susan	Michelin Project Director	State Bd. Tech. Ed.
Fisher	Hubert	Dir. of Adult Ed	Greenwood School District 50
Forshee	Tom	V.P. Organizational Dev.	Liberty Fabrics - NC
Freeman	Mary Beth	Personnel Manager	Cheraw Yarn Mills, Inc.
Gurley	Susan	Graduate Assistant	Clemson University
Hamett	Patsy	Education Manager	Milliken & Company
Hayes	Bob	Vice President of Manufacturing	Arkwright Mills
Hewitt	Denise	Workforce Specialist	York Technical College
Jackson	Ron	Work Force Specialist	Technical College of the Low Contry
Jenkins	Bill	Technical Manager	Barnet Southern
Johnson	Keith	Team	Phillips Fibers

WINNING THE RACE FOR LITERACY IN THE WORKPLACE

Is your workforce prepared for new technology? Have you been fighting increases or unacceptable levels

in production errors?
in waste or scrap?
in absenteeism?
in employee morale?

Our Skills Enhancement program at the WestPoint Pepperell Clemson Plants has been a successful effort at fighting these problems. A special partnership of Oconee Adult Education, Clemson University, and WestPoint Pepperell has paired over $200,000 of inkind contributions with over $241,000 from a Federal Government grant, to design textile workplace-specific curriculum and department-specific strategies.

This National Workplace Literacy Demonstration Project for the Fabrication Plant began in March 1991 and will end August, 1992. We are excited about sharing some of the results with you in a seminar on *Thursday, August 20, 1992*. Some of the things you will observe and learn will include:

- **** department-specific classes**
- **** reading programs**
- **** computer classes**
- **** GED program**
- **** math, reading, and writing classes**

SCHEDULED ACTIVITIES
August 20, 1992

8:00 am to 9:00 am
Registration & Continental Breakfast
9:00 am to 9:30 am
Opening Session: Overview & History
10:00 am to 10:30 am
Instructional Do's & Don'ts
10:30 am to 11:00 am
Marketing the Programs to Employees
Breakout Sessions:
* Workplace Communication, Vocabulary, & Math
* PALS, GED, Basic Skills, & Computers
* How to Get a Program Started
* Fabrication Plant Tour
11:00 am to 11:50 am
Breakout Session 1
12:00 noon to 1:00 pm
Lunch: Student Speakers
1:00 pm to 1:50 pm
Breakout Session 2
2:00 pm to 2:50 pm
Breakout Session 3
3:00 pm to 3:50 pm
Breakout Session 4
4:00 pm to 5:00 pm
Panel Response to Participant Questions

Registration is limited. Deadline for registration is *Friday, July 17, 1992.

Area Hotel Accommodations:
Ramada (803) 654-7501
Comfort Inn (803) 653-3600
Holiday Inn (803) 654-4450

For further information call Anna Baldwin at (803) 653-2684

Cut Here

Place Stamp Here

WestPoint Pepperell, Inc
Attention: Anna Baldwin
Clemson Fabrication Plant
Cherry Road
Clemson, South Carolina 29633-1800

ORDER OF BREAKOUT SESSIONS

Group 1	Session	Location
Session 1	Workplace Communication, Vocabulary, and Math	Classroom 1
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	PALS, GED, Basic Skills & Computers	Classroom 2
Session 3	How to get a program started	Classroom 3
Session 4	Fabrication Plant Tour	Small Conference Room
4 pm	*Panel Discussion*	*Large Conference Room*

Group 2		
Session 1	PALS, GED, Basic Skills & Computers	Classroom 2
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	How to get a program started	Classroom 3
Session 3	Fabrication Plant Tour	Small Conference Room
Session 4	Workplace Communication, Vocabulary, and Math	Classroom 1
4 pm	*Panel Discussion*	*Large Conference Room*

Group 3		
Session 1	How to get a program started	Classroom 3
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	Fabrication Plant Tour	Small Conference Room
Session 3	Workplace Communication, Vocabulary, and Math	Classroom 1
Session 4	PALS, GED, Basic Skills & Computers	Classroom 2
4 pm	*Panel Discussion*	*Large Conference Room*

Group 4		
Session 1	Fabrication Plant Tour	Small Conference Room
Noon	*Student Speakers*	*Large Conference Room*
12:30	*Lunch*	*Cafeteria*
Session 2	Workplace Communication, Vocabulary, and Math	Classroom 1
Session 3	PALS, GED, Basic Skills & Computers	Classroom 2
Session 4	How to get a program started	Classroom 3
4 pm	*Panel Discussion*	*Large Conference Room*

Seminar Follow-up Questionnaire

NAME:

POSITION:

COMPANY:

Did you attend the seminar? **YES** **NO**

Had you visited the project before? **YES** **NO**

Had others from your business visited before? **YES** **NO**

Have you or others from your business visited our project since the seminar? **Y** **N**

(If they have had no direct visits, then thank them and discontinue questionnaire.)

Was your business involved in workplace literacy activities before any visit to our project? **YES** **NO**

if YES: On a scale of 1 to 5 (5 being most), how involved was your business? ___

Is your business currently involved in workplace literacy activities? **YES** **NO**

if YES: On a scale of 1 to 5 (5 being most), how involved is your business? ___

if NO: On a scale of 1 to 5 (5 being most), how likely to get involved in workplace literacy activities is your business? ___

(The following is only for someone who attended the seminar.)

Please rate the seminar on the following statements:

1 = strongly disagree **2** = disagree **3** = don't know **4** = agree **5** = strongly agree

The seminar was well run. ____

The seminar presented me with new information. ____

The seminar increased my motivation to provide workplace literacy services. ____

The seminar better prepared me in general to provide workplace literacy services. __

The seminar better prepared me specifically to deal with:

starting a program	____	getting funding	____
creating curriculum	____	marketing to employees	____
teaching work-specific classes	____	other	____

Additional comments:

P.2 DEC 17 '96 11:05AM CU ELEM & SEC EDUC

August 1992 Seminar: Questionnaire Follow-up Data

name	attend?	visit?	before?	since?	invlvmt_be	invlvmt_now	invlvmt_fu	run	info	motiv	prep	start	create	teach	fund
Jack Cottle	y	n	n	n	0	1		5	5	5	5	5	5	5	5
Joe Baldwin	y	n	n	n	0	1		5	5	5	5	5	5	5	5
Jack Wilson	y	y	n	y	5	5		5	5	5	5	5	4	5	2
Sally Meador	y	y	n	n	5	5		5	4	4	3	4	4	5	4
Ann Young	y	n	n	n	3	5		5	5	5	5	5	5	5	4
Billy Sides	y	n	n	n	0	4		5	5	5	5	5	5	5	5
Mickie Bowen	y	n	y	n	0	4		5	5	5	5	5	5	5	5
Barbara Winkler	y	n	n	n	5	5		5	5	5	5	4	4	4	5
John Duncan	y	n	n	n	0	2		5	5	5	4	5	4	3	2
Keith Scott	y	y	y	y	0	3		5	4	5	5	5	4	4	3
Steve Davis	y	y	y	y	0	3		5	4	5	5	5	4	4	3
J. Arnold McAlis	y	y	n	n	5	5		5	4	5	4	4	4	4	4
Libby Smith	4	4	4	4	5	5		5	5	5	5	na	na	na	5
Ann Nickels	y	y	y	y	5	5		5	5	5	5	na	na	na	5
Shellie Chapman	y	y	n	n	0	0	5	5	5	5	5	5	3	4	3
Susan Gurley	y	n	n	y	5	5		5	5	5	5	5	5	5	5
Chris Walsh	y	n	n	n	5	5		5	3	5	4	4	3	3	5
Joe Trowell	y	n	n	n	2	2		5	5	5	5	5	5	5	5
Vernon Brown	y	n	n	n	2	2		5	5	5	5	5	5	5	5
Phyllis Durham	y	n	n	n	4	4		5	5	5	4	4	5	5	4
Marcel Robinson	y	n	n	y	5	5		5	4	5	5	5	2	4	4
Patsy Hammett	y	n	n	n	5	5		4	4	4	4	5	4	4	4
Jim Miller	n	y	n	n	5	5									
Hubert Fisher	y	n	n	n	5	5		5	5	5	4	5	5	5	4
Bob Hayes	y	n	n	n	5	5		5	4	5	4	na	4	4	2
James Schempp	y	n	n	n	5	5		5	4	4	4	3	4	na	na
Ann Moore	y	n	n	n	5	5		5	4	4	4	na	na	na	na
Marianne Luzzat	y	n	n	n	0	0	4	4	4	4	4	4			
Eddie Mabe	n	y	y	n			AVERAGE:	4.9	4.6	4.8	4.6	4.7	4.3	4.5	4.1
Deborah AYers	n	n	not sure												
Wayne Stevenson	n	n	n	n											

August 1992 Seminar: Questionnaire Follow-up Data

Charan Lee	n	n	y	n											
Mary Beth Freem	n	n	n	n											
Fred Craft	n	n	n	n											
Harold McLeod	n	n	n	n											
Wayne Polyak	n	n	n	n											
Nona Kelsey	n	n	n	n											
Carol De Jong	n	n	n	n											
Larry Collins	N	y	n	n	5	5									
Penny SMith	n	n	y	y											
Keith Johnson	n	n	y	n											
Roy Parker	n	n	n	n											
Paul Dorman	n	n	n	n											
Michelle Moore															
Tom Forshee	n	n	y	y	2	2									
James Washburn	n	n	y	y											
Ginny Studstill	n	n	n	n											
Ron Jackson	n	n	n	n											
Jim Smith	n	n	y	n											
Kathy McDowell	n	n	y	n											
Bill Jenkins	n	n	y	n											
Jimmy SMith	n	y	y	y	5	5									
Layneigh Scott	n	n	n	n											
Linda Fashaner	n	n	n	n											
Duane Wilson	n	y	n	n											
Beverly Catoe	n	n	n	n											
Jean Brannon	n	n	n	n											
Mike Nelson	n	n	y	n											
Gerald Stroud	n	n	n	n											
Cherry Daniell	n	n	y	n											
Julie Kornahrens	n	n	y	n											
Mary Sanderson	n	n	n	n											
Denise Hewitt	n	n	n	n											
Georgia Montgor	n	n	n	n											

DEC 17 '92 11:04AM OU ELEM & SEC EDUC P.5

mark	invlmt_cho	comments
5	1	great
5	1	
5		great; Dr. Fisk is doing a great job
4		hoping to receive info to replicate program
5	2	very helpful;started a communications class since seminar; creating a business writing curriculum
5	4	Have started a program since
5	4	Really good; have started a program since seminar
4		Excellent; would like to attend any other seminar offered
4	2	Would like to visit project again
4	3	visits often; starting program in Jan
4	3	Starting class in Jan; visits often; receives advide from regularly
4		thoroughly enjoyed; excellent seminar and program
5		great seminar
5		really good; enjoyed;thanks
4	5	excellent program
5		very informative;as a human resource person, it showed the importance of adult ed
5		it is her job to create classes; enjoyed seminar
5		
5	0	
2	0	need more of grant writing; enjoyed seminar; impressed with computer labs; good overview, need more specifics
4		good seminar; need to get more managers to attend
4		enjoyed very much
		spent day before seminar with Anna; Martha Harris is coming to meet with him to give seminar info
5		very good program
3		very impressed; employee presentations were excellent
na		very positive comments; enjoyed seminar but since so heavily involved not much new info
na		does on a daily basis
	4	questions difficult to answer--she starts program in about two years & she'll get back in touch with Jody to rev
4.4	2.4	
	12 participants not already at level 5	

DEC 17 '92 11:05AM CU ELEM & SEC EDUC P.4

WINNING THE RACE FOR LITERACY IN THE WORKPLACE

OPENING

SESSION

SCHEDULED ACTIVITIES

August 20, 1992

==========

8:00 am to 9:00 am
Registration & Continental Breakfast

OPENING SESSION

9:00 am to 9:30 am
Welcome - John Morris
Overview & History - Anna Baldwin
9:30 am to 10:00 am
Instructional Do's & Don't's - Martha Harris
10:00 am to 10:30 am
Marketing the Programs to Employees - Jody Gaulin

Breakout Sessions:
*Workplace Communication, Vocabulary, & Math - Martha Harris
*PALS, GED, Basic Skills, & Computers - Sherri Cartee, Jeanette Wood, & Michelle Tucker
*How to Get a Program Started - Bill Fisk, Charles Kennedy, & Anna Baldwin
*Fabrication Plant Tour - Jody Gaulin

11:00 am to 11:50 am
Breakout Session 1

12:00 noon to 12:30 pm
Student Speakers

12:30 pm to 1:00 pm
Lunch

1:00 pm to 1:50 pm
Breakout Session 2

2:00 pm to 2:50 pm
Breakout Session 3

3:00 pm to 3:50 pm
Breakout Session 4

4:00 pm to 4:50 pm
Panel Response to Participant Questions

John Morris, General Manager
B. Jay Bogan, Plant Manager
Jody Gaulin, Personnel Manager
Dee Petty, Training Manager
Charles Kennedy, Adult Education Director
Bill Fisk, Professor of Education
Anna Baldwin, Project Director
Martha Harris, Project Director and Instructor

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How to Get a Program Started.....page 37

Made possible by WestPoint Pepperell Clemson Fabrication Plant

Instructor Do's and Don't's

Do #1

The #1 thing to remember about teaching adults is that *going to class for most adults is a frightening experience*. Make new students as comfortable as possible as soon as possible. The physical as well as instructional environment of a class does much to determine how well adult students will adjust to a class. Be very sensitive to a student's apprehension.

Don't

Do not begin a course with a test!!! During the first two weeks of our first departmental class, we administered several different "assessments." Our students weren't fooled! They knew they were being tested, and, as a consequence, we lost students. Students can interpret tests as our way of saying, "Before we begin, let's see how stupid you are."

Do #2

Explain the relevancy of the course to the student's work or goals. Adults are very busy people. Time is their most precious commodity. Students want to see a direct correlation between their jobs or goals and the classes they attend. Begin each class by explaining how the lesson will help them achieve their goals.

Don't

Don't begin a course by emphasizing the "enrichment" element of classes. For many adults, the only enrichment they want is money! As a teacher, I know that learning is truly its own reward. But I can't expect all of my students to agree with that! I have found that as a course progresses, students realize that they are gaining more than knowledge. They make comments like, "You know, this is helping me at home," or, "I feel better about myself." However, this comes with time. Don't expect adult learners to appreciate at first the enrichment aspect of a course. Most often, they want concrete benefits.

Do #3

Be completely honest and precise about course purposes and description. We described our first class as "job-specific." It wasn't. It was departmental-specific. Many students came into the class expecting to learn about their particular job. They felt deceived when they realized the course work covered information that didn't pertain to their specific work. Some of the students left, saying, "We were told this was about my job. Some of this stuff has nothing to do with me."

Don't

Don't make the mistake of being inaccurate or too vague in describing course descriptions and purposes.

Do #4

Assume nothing about students' prior knowledge of a given topic. Adult learners have very different backgrounds in experience and education. It is better to cover a topic slowly, from the beginning, than to assume knowledge and have to reteach the class later.

Don't

Don't assume everyone knows even basic material. In one course, Class #1 had absolutely no need for a fraction review. So when I taught math for Class #2, I very briefly covered fractions (I didn't want to waste the students' time or insult their intelligence). Well, class #2 turned out to need major help with fraction use. We had to start over. Not only was this a waste of time, but it also did very little to enhance the students' confidence. It said to them, "You don't know something you should have known." Use your assessment tests wisely. Try to group students according to ability. If you can't, try to have something for more advanced students to do individually.

Do #5

Remember that students have a life outside of class. Children's lives tend to revolve around school. Adults' lives don't. Adults have responsibilities, problems, and stress you can know nothing about. Be prepared to stray from subject matter from time to time. Be flexible.

Don't

Don't be an inflexible, goal-driven instructor. If someone is worried or upset, they aren't going to learn. One time, I had a class come kicking the door in. There had been a change in their department that really upset them. The class was angry and scared. Teaching then would have been futile. Instead, we spent 20 or 30 minutes talking about the change and how everyone felt. Once everyone cooled down, we had class.

Do #6

Remember that as we get older, our sight, hearing, and health tend to worsen (sad but true!). Make a conscious effort to speak loudly enough for everyone to hear; write clearly on the board and make certain handouts are clear. Be aware that some students are on medication for pain or physical/emotion conditions. Medication affects how well people pay attention and retain information.

Don't

Don't be quick to judge a person as purely inattentive or disinterested. The problem may be physical.

Do #7

Listen and Care. The instructor's attitude will make or break a class. Remember that everyone, including you, needs to be heard. Asking about someone's sick child or looking at a grandbaby's pictures speaks volumes to students. Your genuine concern will earn you the right to be heard. The relationships I make with students make up the most fulfilling part of my work.

Don't

Don't treat students as numbers or problems waiting to be solved. Students are people and deserve to be treated with respect and concern.

Do #8

Know your stuff. It is easy to get sloppy in your teaching. Don't let it happen. Prepare for your classes the best you can. There is no way you can become an expert at every job or subject, but "wingin' it" is inexcusable. Adult students deserve your best preparation.

Don't

Don't be afraid to admit ignorance. I remind my students that many of them began working on their jobs before I was born. "You are the experts. I can't know what you know," is a favorite line of mine. Workers know their jobs or they wouldn't be employed. Don't be afraid to become the student at times!

#9 Do

Trust is a must. Confidentiality is essential for the success of any program. Without it, your program will fail. Scores, attendance, and especially comments and discussion must be kept in the classroom and file cabinet. Students will test your trustworthiness. My students become genuine participants only after they are certain that, "As far as I'm concerned, anything you say up here stays up here. Anything you say can't and won't be used against you."

Don't

Do not divulge information. Students need a confidant and sounding board. Don't get the reputation of a gossip. If you do, your program will fail.

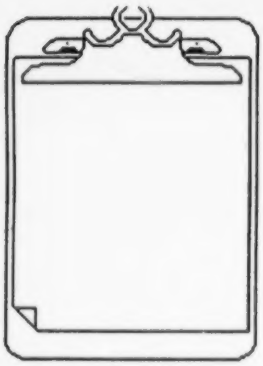
#10 Do

Be neutral. There is a fine line between employees' rights and company prerogatives. I find I must be very careful to listen *only* and not to give my views on company policy or actions. A bias towards the company's position can cause alienation from students; a student bias can get you into trouble with the company. Remember that you don't know *all* the sides of a issue.

I think of myself as a guest of WestPoint Pepperell. I am welcomed and accepted, so I am careful not to bad mouth my host.

Don't

Don't become a personnel director or an employee representative. Don't take sides on any issue.



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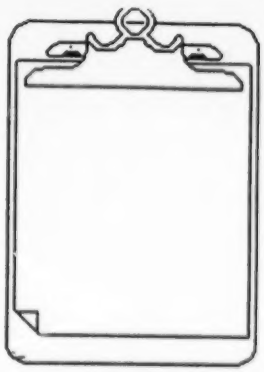
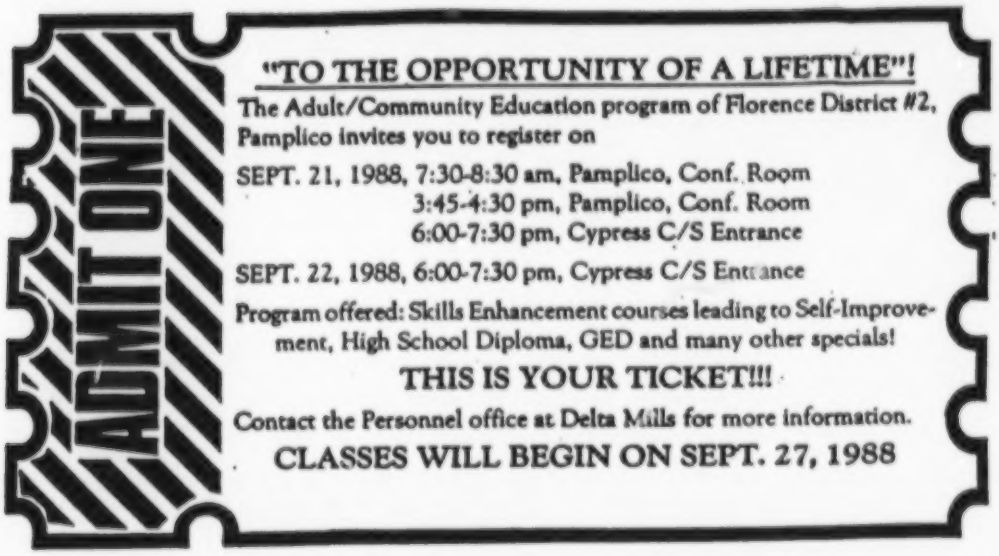


MARKETING THE PROGRAMS TO EMPLOYEES

SIGN UP SHEET

SKILLS ENHANCEMENT

NAME	DEPARTMENT	JOB	SHIFT	SUPERVISOR


ADMIT ONE
"TO THE OPPORTUNITY OF A LIFETIME"!
The Adult/Community Education program of Florence District #2, Pamplico invites you to register on
SEPT. 21, 1988, 7:30-8:30 am, Pamplico, Conf. Room
3:45-4:30 pm, Pamplico, Conf. Room
6:00-7:30 pm, Cypress C/S Entrance
SEPT. 22, 1988, 6:00-7:30 pm, Cypress C/S Entrance
Program offered: Skills Enhancement courses leading to Self-Improvement, High School Diploma, GED and many other specials!
THIS IS YOUR TICKET!!!
Contact the Personnel office at Delta Mills for more information.
CLASSES WILL BEGIN ON SEPT. 27, 1988

Classroom Phone 653-2684 Hours Mon-Thurs 6am-10:30am 1:30-5:30pm

Registration Form

Name _____ Home phone _____

Plant _____ Shift _____

Please check one: Last grade completed _____

____ Yes, sign me up now!
____ I already have my GED, but I will pass this information on to a friend
____ I can't start now, but keep me on your list
____ Thanks, but I am not interested because _____

Please check the Tuesday class and the Thursday class you would like to attend. (Check with a teacher in Skills Enhancement it none of these times are good for you. You can arrange to use the computer at other times.)

Tuesday	Thursday
___ 7:30-9:30 am	___ 6:00-7:30 am
___ 1:30-3:30 pm	___ 7:30-9:30 am (3rd shift only)
___ 3:30-5:30 pm	___ 1:30-3:30 pm

Look What YOU CAN EARN...

A Quality Education Through The Following Courses:

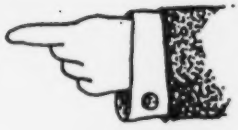
1) <u>Basic Skills and Pre-GED</u> - After completing the course, receive a $100 Savings Bond.

2) <u>GED</u> - Receive a $100 Savings Bond and a Graduation Ceremony with Caps, Gowns, Photos, and Certificates.

3) <u>Computers</u> - After completing the course, receive a Certificate.

WANTED
ADULTS

Anyone
WITHOUT



A High School Diploma ▸ ◂ G.E.D. ▸

◂ Basic Reading & Writing Skills ▸

10

WestPoint Pepperell

having satisfactorily completed the course in

is hereby awarded this

CERTIFICATE

this _____ *day of* _____ *,19* _____

_____

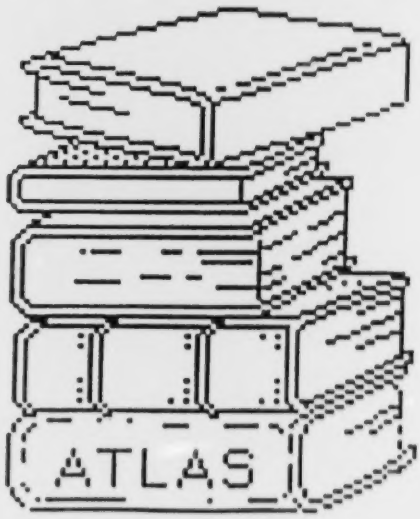
_____

WP-1039-CS (REV.5/73) 250849

247

248

WORKPLACE VOCABULARY, MATH, AND COMMUNICATION



Vocabulary Module

Vocabulary plays an important role in any job or department. We learned from experience that within a given department, different words mean different things. And certainly between different departments, words vary greatly in meaning.

One story was told of how workers in "Dept. 1" were asked to help temporarily in "Dept.2." They were told to remove "boards" from sheet sets. Well, it was only after several buggies later that someone from Dept. 2 realized the mistake. It seems that to employees from Dept. 1, boards are cardboard fillers which stiffen folded sheets. To Dept. 2 employees, "boards" are panels bent around the sheet set, showing the finished product. That is what they wanted removed - not the fillers. Needless to say, time and money was lost that day (not to mention a few tempers!).

Our vocabulary work was done on Macintosh computers. At first, we designated about two weeks to be nothing but vocabulary work. Later, however, we decided to spend two classes on computer vocabulary work and then combine vocabulary work with math. This gave students variety and a chance to recuperate from math material!

Vocabulary Pretests

Vocabulary is pretested by using an Oral Reading Test (ORT) and sentence writing. The ORT is comprised of about 170 words in lists of 10 words each. The words are selected from task analysis research. Students are asked to read the words aloud. Their score is determined by the percentage of words they read correctly. If a student misses several words in succession, the instructor ends the test. During the vocabulary part of the course, all the words are covered. The same test is given at the end of the course as a post test.

We feel that the more effective vocabulary pre/post test is sentence writing. We developed a computer program which gives students 25 randomly chosen departmental words. Students type into the computer sentences using (not defining) the words as they would at work. For example, one word is "parking lot." As used at work, a student's example may be something like, "I took the buggy to the parking lot" (a place for buggies on the inside, not for cars outside). Again, at the end of the vocabulary course, students are given 25 different words as a post test. The computer program prints students' work.

What We Do In Class

Vocabulary instruction is almost completely computerized. Because the Macintosh computer plays such an important role in vocabulary instruction, we spend the first "computer day" using the Mac Tour. This software familiarizes students with the Macintosh computer and, more importantly, gives them practice using a mouse. The tour is very user friendly and a lot of fun. By the time they complete the tour, students are prepared to use our vocabulary program.

Our vocabulary computer program gives us great freedom in instruction. The program's vocabulary section is called Word Review.

In Word Review, about 130 words are presented to students in lesson format. Each lesson has about 10 words and five activities to help students master the words.

The first activity, **Word Review**, simply defines the words.

Multiple Choice gives a definition for which students choose the appropriate word.

Word Knowledge gives the definition and has students "scroll" through the list of all 10 words until the correct one appears and is chosen.

Word Challenge is a game. Students see a sentence defining a word, but the word is missing. Students must move a "little man" to "shoot" the correct word from four choices. Since this activity begins with a trumpet call, it is always easy for everyone to tell who is doing it! A timer and score keeper, along with sound effects, makes this a real favorite. We keep a list of highest scores for competition's sake.

Sentence Completion is the final activity. Students are required to type in the correct vocabulary word for its definition. An incorrect answer gives the student a hint. Another miss spells the correct answer.

This activity is used to advance students to the next lesson. More than one miss on the first try prevents the student from going to the following lesson (the computer automatically advances lessons). For some students, this activity is the least favorite. Not only is it the most difficult, but any deviation from previous spellings of vocabulary words scores a miss. Even incorrect spacing is considered a miss. Sometimes this frustrates students greatly. Since it almost became a typing test instead of vocabulary assessment, we finally resorted to giving students vocabulary lists "for spelling purposes only."

Overall, Word Review is a very effective tool for vocabulary instruction. The Macintosh program lets us to enter any words and program our own sentences and definitions for all five activities. Since the program is computerized, instruction is individualized and unpressured. We highly recommend this program.

Other Vocabulary Things We Do

In addition to computer instruction, classes are held on forms (reading and completing different forms found in departments), signs found in departments, and even memo writing. Memo writing exercises prove useful. Often when employees complain or make suggestions, no one who can make changes knows about it. In the class, students learn how to submit ideas in proper memo form. Our students were pleased when their memos were acknowledged in written responses. Not only did this let students know that their ideas count, but it also taught them how important it is to express ideas properly. In addition to the above, review exercises like puzzles and word-search stories are used to reinforce vocabulary knowledge.

Software We Use

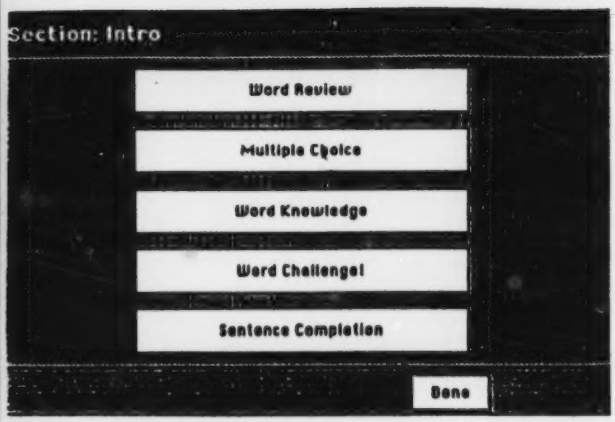
Macintosh Basics, Apple Computer, Inc.

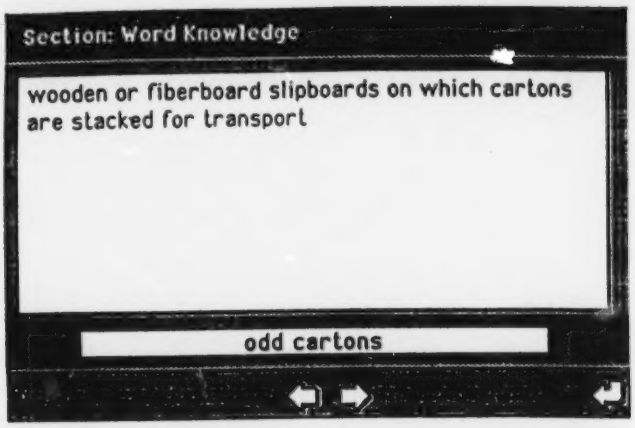
- Gives an excellent "tour" of the Macintosh computer. Topics include: Getting Around in Macintosh Basics, The Desktop, and Creating a Document. This program is very user friendly and a lot of fun. It really helps people adjust to the mouse and Mac.

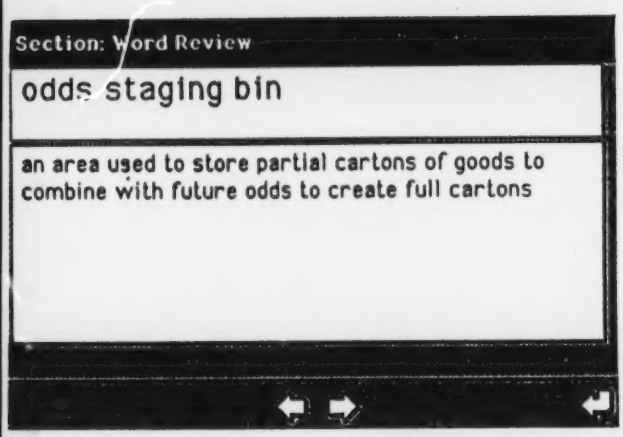
Workplace Vocabulary Builder, TobyCat Productions
201 Martin Drive
Clemson, SC 29631
Bill Fisk (803) 656-5119

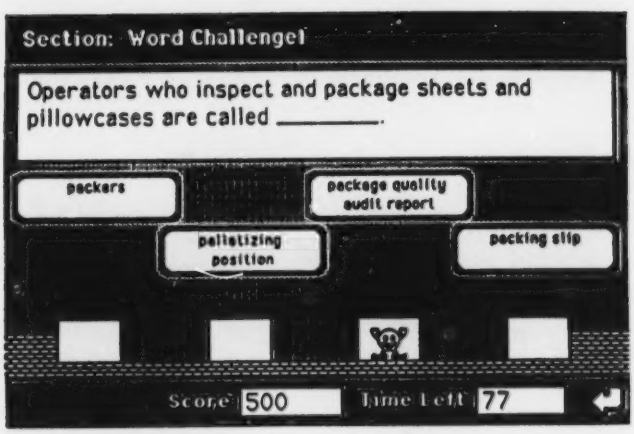
- Software for customizing vocabulary instruction. Allows you to enter any number of vocabulary words and sentences. Five activities. Good program.

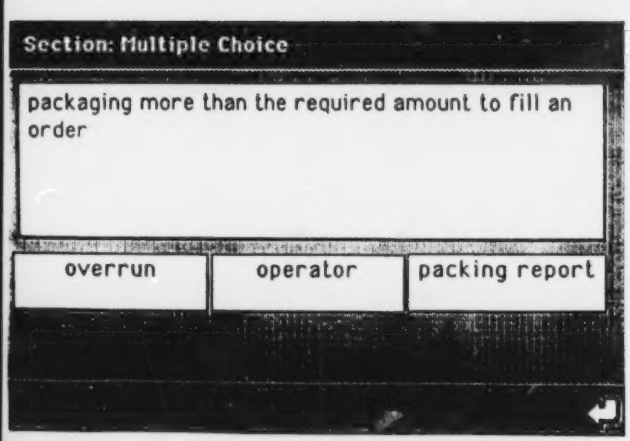
Screens from the Vocabulary Program

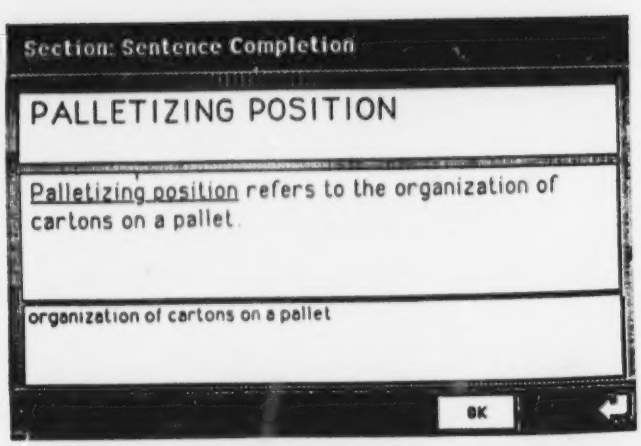





Section: Word Review
odds staging bin
an area used to store partial cartons of goods to combine with future odds to create full cartons






Section: Sentence Completion
PALLETIZING POSITION
Palletizing position refers to the organization of cartons on a pallet.
organization of cartons on a pallet
OK

BEST COPY AVAILABLE

Pillowcase Oral Reading Test (PORT)

Name:_____ Date:_____

List 1	List 2	List 3	List 4	List 5
1. no	1. sew	1. rags	1. wrap	1. seam
2. rod	2. by	2. mark	2. hook	2. hose
3. hem	3. lift	3. bulk	3. more	3. flats
. bar	4. out	4. foot	4. pick	4. shaft
. not	5. outs	5. fork	5. slip	5. disc
. put	6. belt	6. oil	6. down	6. step
7. on	7. belts	7. hems	7. feed	7. doff
8. off	8. air	8. next	8. time	8. one
. cam	9. loop	9. lamp	9. units	9. waste
). cut	10. for	10. stop	10. V-Belt	10 uni

List 6	List 7	List 8	List 9	List 10
. heads	1. fault	1. length	1. border	1. bundle
. mill	2. wheel	2. unwind	2. work	2. creel
. start	3. chain	3. cloth	3. buggy	3. tension
4. water	4. label	4. puller	4. forward	4. screws
5. traps	5. pullout	5. sensor	5. knife	5. ready
6. stand	6. plate	6. stack	6. loopers	6. easy
. lock	7. folder	7. stitch	7. panel	7. roller
. reset	8. stock	8. hemmer	8. piping	8. rollers
. roll	9. broken	9. free	9. winder	9. needle
10. rolls	10. blow	10. scray	10. piece	10. gasket

List 11	List 12	List 13	List 14	List 15
. rolled	1. turning	1. faults	1. dispenser	1. J-boards
2. temple	2. guide	2. static	2. hazardous	2. manual
3. bobbin	3. without	3. storage	3. transfer	3. sewing
. throat	4. counter	4. machine	4. fabric	4. process
. dancer	5. thread	5. control	5. trimmer	5. alignment
. forming	6. center	6. L-Sealer	6. device	6. crossfold
7. motion	7. tickets	7. clocked	7. backward	7. overlock
8. larger	8. U-boards	8. station	8. conduit	8. register
. selvage	9. shrink	9. T. O. Card	9. creases	9. sprockets
. button	10. relays	10. pressure	10. display	10. slipboard

List 16	List 17
1. material	1. pneumatic
stackers	2. proximity
position	3. tolerance
transport	4. distribution
5. stacking	5. micro-switch
6. blinking	6. pillowcases
conveyor	7. compensating
breakage	8. requisition
emergency	9. automatic
10. production	10. electricity

Score

List 1_____ List 10 _____
List 2_____ List 11 _____
List 3_____ List 12 _____
List 4_____ List 13 _____
List 5_____ List 14 _____
List 6_____ List 15 _____
List 7_____ List 16 _____
List 8_____ List 17 _____
List 9_____ Raw Score: _____

Sample of the Oral Reading Test

and a Vocabulary Activity

THE THREE BEARS
(sort of)

Once upoh a time, there were three bears. They lived in a ply-wood forest called "Brushhem." Now, these bears were close-knit, like an A-frame house. Other bears always commented on the grinning, happy family.

Papa Bear was a big hunk of fur. In his teen-cub days, he was known as somewhat of a smooth operator. He used to work in the honey harvesting business and had a few raw edges in his personality. But now, Papa definitely was in the family scene. He liked to jog each morning before breakfast. In fact, you could see him trucking it before sunup, always trying to get to the next lot of trees faster than he did the day before. He was like the Bill Cosby of bears.

Papa was married to a trim bear-chick with a sweet face named Mayflower. Mayflower enjoyed wearing her favorite flannel bath robe as she fixed breakfast. Her robe had a pretty yellow lace and a green ruffle. Even with rollers in her fur, you could tell she was a first-quality mom. Mayflower's main activity was to feed her hubby and cub. For fun, she enjoyed watching "Wheel of Fortune;" it was her favorite program. She also liked to sew simple things that didn't require too many stitches - like clothespin bags. What she couldn't sew, Mayflower would go out and shop for.

Papa and Mayflower had a bear-cub named Bob. Bob was a young thing, not long out of the cub cradle, but he was very rambunctious. His favorite thing was fishing. Most mornings, Bob would doff his fishin' cap to his mom, grab his rod and creel and run off. He went down time and time again to has favorite fishing hole.

Bob had built himself a playhouse at the river (well, he had a little help from Papa). He called it the "Waterhouse," and it was some pad. The Waterhouse was on a raised platform made of railroad boards. Bob used a rope to hoist himself up during fishing breaks. In his pad, Bob had a bedroll of rags he made by tearing material. Sometimes he would spend the night. Lighting a candle he had fixed on an old turtle shell, Bob would read one of his favorite bedroll books before going to sleep. He had Winnie the Pooh, The Bernstein Bears, and, his favorite, Teenage Mutant Ninja Bears Take Sherwood Forest.

As you can see, Bob was a good cub, and he and Papa and Mayflower had a happy, quiet life together. But that all changed one morning when the happy family decided to picnic at the Waterhouse, and, while they were gone, had an unexpected guest visit their house.

(to be continued - maybe)

Underline VOCABULARY WORDS

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TobyCat Productions
announces
Workplace Vocabulary Builder
(currently for Macintosh only)

Workplace Vocabulary Builder is an easy-to-use piece of software that is the perfect tool for helping your employees with workplace specific vocabulary instruction. As a Hypercard-based program it acts as a template that allows you to input your workplace specific vocabulary. You can set different levels of vocabulary difficulty and determine what level of mastery an employee must reach before the program automatically moves the employee to the next level. *Workplace Vocabulary Builder* also allows you to input your own sentences for use in vocabulary comprehension exercises. In this way you also control the level of difficulty and construct your own sentences at the knowledge, comprehension, application, etc. levels. Add and delete words and/or sentences as much as you like. In addition, the program automatically keeps a record of each employee's performance.

In *Workplace Vocabulary Builder* employees choose from five different activities in working with the words and definitions you have chosen to input.

Word Review -- Here the employee can browse through the words and definitions that s/he will be studying in the other activities.

Multiple Choice -- Here a definition is presented and the employee must choose which of three presented words is correct. [Words presented are chosen randomly from the current list the employee is studying. Missed words are recycled back into future presentations.]

Word Knowledge -- This makes it a bit harder. Now, using the entire list, the employee must chose which word goes with the presented definition.

Word Challenge! -- This is a fun game for review and practice. In Round #1 the employee must get the on-screen character to "shoot" the correct word, given three choices, to score points. Speed and accuracy count. In Round #2 one of your inputted workplace specific sentences appear with a blank for the word. Once again the employee must "shoot" the correct word, from three choices, to score points.

Sentence Completion -- Finally, the employee is asked to type in the correct word to complete the work-specific sentence [that you have created]. Performance during this exercise is monitored and recorded automatically. Based on the mastery criteria you have selected, the employee is moved back to review or on to the next level of difficulty when finished with this activity.

Workplace Vocabulary Builder is the ideal program for building employees' job-specific workplace vocabulary because:

1) You can customize it. You decide on the vocabulary words, the sentences and their difficulty, and the desired level of mastery.
2) With a sequence of progressively harder vocabulary lists and teacher set mastery level criteria, you control and can individualize programs.
3) With a series of progressively harder activities and choice points for reviewing, students can further individualize their own programs.
4) Students will find it fun and non-intimidating.
5) You can afford it. A site license for up to 10 machines is only $495.

For more information, or to order:
write: TobyCat Productions, 201 Martin Drive, Clemson, SC 29631;
To order send $500 ($495 plus $5 shipping and handling).
Make checks payable to TobyCat Productions.
call: Bill Fisk at 803-656-5119 or 803-654-7437
fax: to Bill Fisk at 803-656-0311.

Math Module

Ask many employees what kind of math they do on their job and the chances are great they will say, "none." At least this was our experience. However, almost without exception, everyone does some type of math on their job.

For math pretesting we used McGraw-Hill's *Test of Adult Basic Education* (TABE) locator. The TABE locator has 25 multiple choice questions covering basic math (+, -, x,÷), fractions, decimals, exponents, and negative numbers.

Our problem in using the TABE was two-fold. First, the format of the problems ("add these two fractions") does not relate clearly to work situations. (Who uses multiplication of negative numbers?) The second problem is that for the TABE, students cannot use calculators, but at work they do. In retrospect, we realize we need to develop a department-specific pretest for math. For grant purposes, a standardized test was necessary, but for instructional purposes it was highly inadequate.

At the end of the math class, the TABE was readministered as a post test.

What We Do In Class

Math classes last about two weeks (they are combined with vocabulary instruction). We use the review sections of *Number Power 1, 2,* and *3* to discuss math skills. Most students are proficient at basic functions, but fractions and decimals can pose problems. Since work is run in dozens, most fractions used in production jobs here are (x/12). Students can work with x/12 fairly well. However, when mixed fractions or improper fractions are used in problems, there is some difficulty. Decimal work can be difficult, also. Employees use decimals often - at home, work, bills, etc., but they use calculators when dealing with decimals in real life. They could not in our class. So decimal reviews are necessary.

We developed math worksheets specific to departmental needs. "How to figure pay," was popular among hemmers. Probability lessons were interesting to people who wanted to learn the chances of bad work being discovered by quality auditors.

Sometimes instructors in math classes felt like they were training students to pass the TABE - not to work more efficiently. Correlations between fraction work and job needs were fairly easy to show. But exponents and negative functions are not used in everyday life. However, we found that very few students resented learning "useless" math. They enjoyed being able to solve problems without calculators ("I used to be able to do this in school," was a common reaction). And many people wanted to learn basic math so that they could help children and grandchildren with homework.

Overall, we feel math to be our weakness in the program. We plan to develop very job-related worksheets and pretests for math classes in the future.

What We Use

Tests of Adult Basic Education (TABE), Forms 5 & 6
CTB/McGraw-Hill
2500 Garden Road, Monterey, CA 93940
- Locator test for basic vocabulary and math skills. Students choose from four words synonymous to a given word: 25 problems. 25 multiple choice math problems covering +, -, x,÷, fractions, decimals, exponents, and negative numbers.

Number Power series
Contemporary Books, Inc.
180 North Michigan Avenue, Chicago, IL 60601
- Attractive, adult-geared series. Good explanations and practice exercises. Pretests and reviews. Word problems. Answers given.

Number Power 1: covers addition, subtraction, multiplication, and division. Pretests and reviews each section. Answers in back.
Number Power 2: fractions, decimals, and percentages.
Number Power 3: basic algebra.

QUALITY LESSON

1. The auditors draw numbers to determine who they need to audit during their shift.

   Activity: Everyone draws a number before the class starts. I will throw the set of dice and the person that has the same number as the dice wins a prize. (6 prizes) Then discuss how the auditors draw numbers the determine who they will audit.

2. **Every buggy**

   *First Quality - auditor checks 24 units
   If 3 are seconds or repairs, they pass the buggy.
   If 4 are seconds or repairs, they reject the buggy. **(4/24=.1666 - 16.7%)**
   If this happens the inspectors have to check everything in the buggy. Then the auditor will recheck the buggy. If they find one bad unit, the auditor will reject the entire buggy.

   *Second quality - the auditor makes sure the units are seconds and not first quality.

Hemmer Pay

Let's say she sewed 28 doz Twin &
12 doz Queen sheets one night

Step 1
28 (Twin)
× 12
336 sheets

Step 2
$15.77 (Rate)
× 336
5298.72 ÷ 100 = 52.987 = $52.99 (round off to nearest cent)

12 (Queen)
× 12
144

12.18 (Rate)
× 144
2173.92 ÷ 100 = 24.739 = $24.74

Step 3 (TOTAL PAY)
52.99 (Twin pay)
+ 24.74 (Queen pay)
$77.73

Percentage of Production
$77.73 ÷ 7.08 (base pay) = × 10 = 109.7 = 110%

Avg Pay / hr
77.73 ÷ 8 (hours) = 9.716 = $9.72

Communication/Problem Solving Module

Communication is probably the number one problem in both work and home situations. Poor communication can cause faulty production, accidents, loss of time, loss of relationships, and even loss of life. We first offered communication as a three-part, two-week class (four class periods). However, we soon realized the need for more class time devoted to the topic. Students were very enthusiastic about the class. They wanted very much to get along better with coworkers and supervisors. They also wanted to improve relationships at home. We were delightfully surprised by this response to communication classes. Eventually, new students in the program would ask, "When are we doing communication? Everybody says it's great!" We even had students who said they were coming just for the communication module.

By the second department, communication had become a three-week class. One week was devoted to each of three modules: Communication (a discussion of components and barriers in communication), Listening in the Workplace, and Solving Interpersonal Conflict. Just before our last departmental class, we found a book called the *Two Sides of Love*. The material from this source was so intriguing that we decided to substitute it for the Communication module.

Our Communication Modules

The Animal in You

The first week of communication is devoted to material found in Gary Smalley's and John Trent's *The Two Sides of Love*. This book discusses personality types and ways people can better balance their personality. It characterizes personality "bents" (our predispositions in relating to life and people) as four animal names: lions, beavers, otters, and golden retrievers. The book gives a very simple personality survey. It stresses the need for balance in relational style between the "hard side" (lions and beavers) and the "soft side" (otters and retrievers).

We took the concepts of this book and compiled them into a booklet we call "The Animal in You." Students are given the personality survey. The results are discussed, categorizing students as a Lion, Beaver, Otter, or Golden Retriever (or maybe a combination). The remainder of class time is spent covering the general characteristics of the respective "animals" and how they relate to other animals.

Most students have never taken any type of personality survey. It is a revelation that all people have a basic way of relating to life and others. This module opens the door to lively discussion. Learning why certain people "make us feel funny" helps students. As one student said about a coworker, "Now I see that she's not trying to make me mad. She's a Retriever and I'm a Lion. We're just different. Now I know she's not the problem. She just thinks differently." Another student told us that she knew other people affected her behavior, but it never occurred to her that she affected theirs!

"Animal" is by far the favorite class of the entire course. Students take the survey home and have discussions with spouses and children. We get positive feedback from participants. Home and work relationships do improve when we are aware of how we relate to other people.

Listening in the Workplace

Listening is a very important process. Studies show that good listeners tend to make good employees. Our Listening module encourages students to explore their own listening habits by having them complete a listening survey. In the class, students learn eight specific ways to improve their skills in listening to others. Most students realize their need to be better listeners. They are interested in learning new skills. We use information learned in "Animal" to emphasize the need to listen. Animal types like Retrievers are natural listeners. Lions are not. A review quiz is given at the end of the class.

Solving Interpersonal Conflict in the Workplace

The last week of communication class is Resolving Conflict. Everyone has conflict at work and home. Learning to resolve conflict is a vital part of life. This module discusses issues such as what causes conflict (i.e. personality, and work style), and how to resolve conflict when it arises. For this module, we use a two-part video. The first part shows a conflict developing between two workers. We discuss what type of conflict it is and how the class would solve it. The next video shows how the coworkers resolve their problem using a five-step approach to problem solving.

Since the steps used in resolving conflict are the same as those used to solve basically any type of problem, we discuss problem solving in relation to conflict resolution.

By the time this module is covered, students have been together seven weeks. A great deal of trust and camaraderie has been developed. Students tend to be very relaxed and free to share past and present experiences of conflict. As always, we have a review test at the end of the module.

What We Think

Many people assume that everyone has experience in small group interaction and sharing. This is not the case. We believe the enthusiastic response to our communication module is easy to explain: we all want to be able to express our views and experiences and have people listen. Many times students express opinions and ideas they never have shared before. They talk about things that hurt, help, and concern them. Communication class allows students to interact with others in a way most of them can not in any other place.

A communication module is a necessary part of any workplace program. It helps employees learn how to operate in small groups and to express themselves constructively. As the trend towards industrial team management continues, the skills learned in a communication class will be vital.

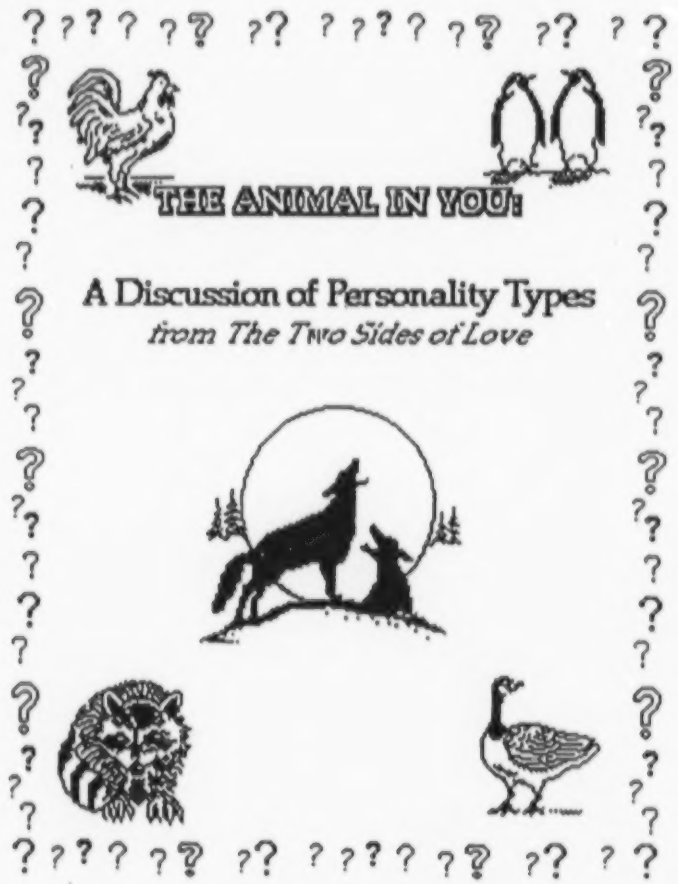
What We Use

The Two Sides Of Love, Gary Smalley & John Trent: Focus on the Family Press
- This book looks at the way we tend to relate to life and others. In an easy-to-understand manner, it explores four basic personality types and shows how these personalities relate. Contains a very "user friendly" personality survey. Describes steps to balance our personalities. Excellent reading!

Communicating in the Workplace, Module 1 of Applied Communication
Agency for Instructional Technology
AIT, Box A, Bloomington, IN 47402
- Describes the communication process, its components and barriers.

Listening in the Workplace, Module 1 of Applied Communication
Agency for Instructional Technology
AIT, Box A, Bloomington, IN 47402
- Discusses the importance of listening at work. Contains listening surveys and tips for better listening.

Communicating to Solve Interpersonal Conflict, Module 12 of Applied Communication
Agency for Instructional Technology
AIT, Box A, Bloomington, IN 47402
- Describes conflict and some of its causes. Discusses ways to prevent and resolve conflict with coworkers and supervisors. Uses Video 12A, "Communicating to Solve Interpersonal Conflict: An Introduction" and Video 12B, "Solving Interpersonal Conflict Successfully," to simulate conflict and resolution at the workplace.



Review Test Samples

Animal Zoo Review

Directions: Use L, B, O, or G to identify the following animal types:

____ 1. It seems like Julie knows everyone in the plant!
____ 2. This coworker likes to tell you what and how to do things.
____ 3. Madeline loves J.P. Stevens - she'll stay here no matter what.
____ 4. Sometimes I wonder if Cathy ever thinks about the consequences of her actions.
____ 5. Mary can make quick and "final" decisions.
____ 6. Steve can really analyze a problem and decide how to solve it.
____ 7. Connie is really good at listening to you.
____ 8. This supervisor gets really upset when you ask a question.
____ 9. Sometimes you wonder if Barry ever takes his job seriously.
____10. Joyce can't stand to do something half-way.
____11. That guy doesn't know the meaning of the word "Relax."
____12. Paul hates small talk.
____13. Sometimes Mark looks mad all day when he's trying to get something done.
____14. Bertha takes so long to make decisions - but they're usually right.
____15. Kyle doesn't have many friends, but those he has, he really knows well.
____16. Joey tends to do whatever his friends do - even if it isn't smart.
____17. When Anne was criticized by her supervisor, she didn't say anything. She just got real quiet.
____18. Susan sent me a card on the anniversary of my father's death.
____19. Jan doesn't pay attention to detailed instruction very well.
____20. Marge tends to get upset when the way we do something changes suddenly.

Name: _____
Date: _____

LISTENING SKILLS REVIEW

A. Put a check in front of the examples of good listening techniques. You are listening to a co-worker named Beth.

____ 1. Wow! Look at Beth's earrings! Concentrate on them instead of what Beth is saying.
____ 2. Think about what you're going to say as soon as Beth gets quiet.
____ 3. Look at Beth's face while she is speaking to you.
____ 4. Keep asking Beth questions in the middle of her sentences.
____ 5. Fake listening to Beth; it's better than hurting her feelings by acting bored.
____ 6. Respond with phrases like, "You don't understand the situation, Beth."
____ 7. Just assume you understand what Beth is saying. After all, you don't won't to look like you didn't understand her.
____ 8. After Beth has finished explaining an idea, ask her questions.
____ 9. Use your time efficiently. Plan your supper menu while Beth is speaking.
____ 10. When Beth gives you a bunch of things to do, write them down.
____ 11. When Beth says she needs to talk to you about something very important, tell her that you can listen while you work.
____ 12. Beth has no idea what she's talking about, and you know it.

B. Try paraphrasing the following statement:

"This new way of doing things is the stupidest thing - it's never going to work!"

_____

_____

Name: _____
Date: _____

RESOLVING CONFLICT REVIEW

1. Two major sources of conflict in the workplace are:

   1. _____
   2. _____

2. Number the five (5) steps in the Systematic Problem-Solving Process in their proper order. Write the numbers 1 - 5.

   ____ Select a solution
   ____ Act on the solution
   ____ Investigate the problem
   ____ Test and evaluate the solution
   ____ Identify possible solutions

3. Match the following types of bosses with the appropriate personality and work-style characteristics. Each answer is used only once.

____ 1. Mixed-Up Boss	A. gives orders in a loud voice and sounds rough
____ 2. The Barker	B. gets upset and confused
____ 3. The Double Boss	C. doesn't say much, whether good and bad
____ 4. Complainer Boss	D. there's more than one boss you answer to
____ 5. Quiet Boss	E. seldom happy with what employees do
____ 6. Nice Boss	F. helps you learn the right way to do things

4. Match the best responses to give the appropriate type of boss. Each answer is used only once.

____ 1. Mixed-Up Boss	A. do what you're told and don't bark back
____ 2. The Barker	B. ask them if you're doing a good job
____ 3. The Double Boss	C. ask the boss which of 2 different orders you should do
____ 4. Complainer Boss	D. thank God for them and work your best!
____ 5. Quiet Boss	E. try not to take the negative comments too personally
____ 6. Nice Boss	F. if she's busy, ask another experienced worker what you should do

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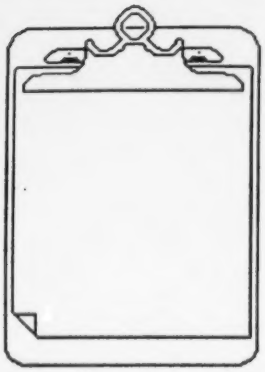

NOTES

DEPT: _____ SUPERVISOR:_____( ) EMPLOYEE:_____( )

Attitude

1. comments about company (attitude toward company)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=mostly negative 5=good & bad comments 10=mostly positive

2. enthusiasm toward job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=hates job 5=job is something to do 10=loves job

3. gets along with and is positive to other employees
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=very negative &/or loner 5=good & bad interactions with other employees 10=very positive with other employees

4. gets along with and is positive to supervisor
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=very negative argues or doesn't talk 5=good & bad interactions with supervisor 10=very positive with supervisor

Personality characteristics

5. enjoys and attempts to cooperate with others
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=not cooperative 5=sometimes cooperative 10=always cooperative

6. is dependable (and reliable)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=not dependable 5=sometimes dependable 10=always dependable

7. works well when not supervised
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=rarely 5=sometimes 10=always

Skills and abilities

8. expertise
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=unable to do job right 5=average skills for job 10=very best at job

9. communicates in speaking
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=never seems to answer questions fully 5=answers most questions all right 10=always gives clear, detailed answers

10. communicates in writing
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=never seems to answer questions fully 5=answers most questions all right 10=always gives clear, detailed answers

11. math skills for current job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=makes many mistakes due to lack of skills 5=can do any math needed for job 10=can do much more math than needed

12. math skills (general)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=can do no math 5=can do basic +,-,x,/ 10=can do any math

13. reading skills for current job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=makes many mistakes due to lack of skills 5=can read anything needed for job 10=can read much better than needed

14. reading skills (general)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=can not read 5=can read basic things like newspaper 10=can read most anything

15. decision making skills (seeing & thinking about different choices)
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=thinks of few possible choices 5=thinks of some but not all choices 10=thinks of most all choices

16. problem solving on the job
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=always asks for help with job problems 5=solves some job problems by self 10=solves most job problems by self

17. understands quality control
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=does not understand 5=understands somewhat 10=can fully explain it

Motivation

18. interest in job advancement
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=no interest 5=some interest 10=very interested

19. potential for advancement
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=unlikely to ever go past current job 5=may advance to some higher positions 10=will clearly advance far beyond current job

20. interest in taking classes for improvement
rating (circle one number): 1 2 3 4 5 6 7 8 9 10
1=no interest 5=some interest 10=very interested

PALS
Adult Reading Courses

Adult literacy brings many images to mind. The term is used for everything from job skill development to enrichment of basic skills to development of new knowledge bases. At its heart, however, *adult literacy* represents the birth and growth of reading skills necessary for life in modern society.

Reading skill development remains an important part of the Skills Enhancement Classroom. Thirty-three students have taken advantage of PALS classes; fourteen students currently continue in this program. Some reading students who began the program at its inception two years ago are still active students in the PALS program at J. P. Stevens. Some students who began as non-readers now have the skills to read their own mail and some newspaper articles. Many who began as functionally illiterate have raised their reading skills by several levels. Some of these are beginning to see the GED as a feasible goal.

The PALS program at J. P. Stevens incorporates several educational strategies and includes support from plant management. For the non-reader, curriculum includes Laubach tutors, IBM PALS computer-assisted teaching, and one-on-one instruction with Steck-Vaughn's *Reading for Today* series. Reading groups, Steck-Vaughn's *Reading for Tomorrow* series, and individualized teaching are available for readers with greater, though limited, skills. Plant management support includes pay for 50% of student time spent in class, financial support for recognition banquets, and encouragement for progress from concerned supervisors.

The *Laubach Way to Reading* series includes five skill books and correlated readers. A trained volunteer tutor guides learning and is probably the key to the program's success. This classroom has had the good fortune to receive the support of several community volunteers in Laubach tutoring.

The IBM PALS program succeeds at motivating student interest, deepening learning through appeal to all learning styles, and developing computer literacy as reading literacy grows. The heart of the program is an interactive computer videodisc system that teaches alphabetic principles, sounds, reading comprehension, writing, thinking and problem solving skills. These skills develop while the student interacts with an interesting story he views and hears on the computer. Using videodisc technology, students make choices using tactile-kinesthetic learning when they touch the InfoWindow screen, respond on the keyboard, or write responses in their Work Journals.

The PALS program emphasizes the transference of keyboarding skills from reading practice to computer competency. The emergence of keyboarding skills often increases student confidence and brings dignity to the adult learner in a computerized world.

Reinforcement of basic concepts occurs through use of Steck-Vaughn's reading series. Each student progresses at his or her own comfort level completing exercises, then reading orally and discussing concepts weekly with the teacher during two hours of individual attention. As student confidence and skill levels increase, more responsibility is placed on the student, and high-interest novels are provided for extra practice. Some students enjoy working in groups, but this is never forced. Quality attention is always the teacher's goal with PALS students.

Immediate feedback, deep interest in students as persons, cooperative effort between student and teacher, oral reading, low stress environment, and non-threatening evaluation tools -- all these are the cornerstones of this highly successful reading program, cornerstones which Anna Baldwin put in place over two years ago when she began this program, cornerstones which remain as the most important foundation of the program today.

BIBLIOGRAPHY

LAUBACH WAY TO READING

Skill Book (one each for Levels 1-5)
Teacher's Manual (one each for Levels 1-5)
Companion Reader (one each for Levels 1-5)
More Stories (additional stories for each skill level)
ESOL materials correspond to each text listed above

For information on training, write to:

NALA
Laubach Literacy International
Box 131
Syracuse, NY 13210

For information on manuals, write to:

New Readers Press
Laubach Literacy International
Box 131
Syracuse, NY 13210

IBM INFOCOURSE: PRINCIPLE OF THE ALPHABET LITERACY SYSTEM (PALS)

PALS was designed by Dr. John Henry Martin, co-developer of *Writing to Read*. Dr. Martin is president of JHM Corporation, a research and development company for educational software.

To contact an IBM representative about PALS, write to:

International Business Machines Corporation
Advanced Education Systems (AES)
P. O. Box 2150
Atlanta, GA 30055-9990

READING FOR TODAY; READING FOR TOMORROW

Steck-Vaughn produces this sequential series for adult learners which includes teacher texts as well as correlating reading skills workbooks, *Communication for Today* and *Communication for Tomorrow*. The series includes subject matter and issues that interest adults.

For information on the series, contact:

Steck-Vaughn Company
P. O. Box 26015
Austin, TX 78755

Other publishers produce adult reading series. An example of a newly developed series is one by South-Western Publishing Company. Their series, **LIFE** (Learning Is For Everyone), "provides interesting material, realistic examples, practical applications, and flexible instruction to promote learner success and self-confidence." This series requires some previous reading skill development. The series is divided into three basic skill areas:

Communication Skills (reading, spelling, grammar, writing, oral communication)
Math Skills (basic math, decimals, fractions, calculator math)
Life Skills (career planning, problem solving, decision making, self esteem, money management, finding and holding jobs)

To contact South-Western:

South-Western Publishing Company
Cincinnati, Ohio
513-271-8811

GED Program

The General Educational Development (GED) program is offered to employees and their family members who have not earned a high school diploma. The GED tests are a group of five multiple choice tests that are designed to measure the general knowledge and thinking skills that it takes to earn a high school diploma:

1. Writing Skills - (55 questions, 75 minutes)
   - Part I
   - 35% Sentence Structure
   - 35% Usage
   - 30% Spelling, Punctuation, Capitalization
   - Part II (Essay - approximately 200 words, 45 min.)
2. Social Studies (64 questions, 85 min.)
   - 25% History
   - 20% Economics
   - 20% Political Science
   - 15% Geography
   - 20% Behavioral Science
3. Science (66 questions, 95 min.)
   - 50% Life Science
   - 50% Physical Science
4. Interpreting Literature and the Arts (45 questions 65 min.)
   - 50% Popular Literature
   - 25% Classical Literature
   - 25% Commentary on Literature and the Arts
5. Mathematics (56 questions, 90 min.)
   - 50% Arithmetic
   - 30% Algebra
   - 20% Geometry

Any South Carolina resident 19 years old and older may take the exam if they are not currently enrolled in a high school diploma program. An overall score of at least 225 is passing. The student also must score at least 35 on individual tests. A student scoring 215-224 may opt to take any tests they choose. No one may be tested more that 3 times during a calendar year.

The test costs $15.00 for all five parts or $5 per individual test.

Our Program

Our GED program is about 2 years old. When it first began, most of the participants were recent high school dropouts. They required little preparation in order to pass the test. Because of this, classes were geared toward individual study at home or in the classroom. The instructor acted as a tutor, helping students with individual problems.

After about one year most of these younger students completed the program, earning their GED. Our following students were of a different educational background. These students tended to be older, some having not attended school in 35 years or so. Also, their "highest grade completed" tended to be lower, about 7th - 9th grade. This difference in educational background necessitated a different approach to instruction.

We now balance class time between lecture and individual work. English is the difficult subject for most people. We spent about 3 months of class last year covering grammatical basics using the Cambridge *Watch Your Language* series. This helped established a basis for further instruction using the Steck-Vaughn *GED Writing Skills* book. Essay writing skills are taught in a series of discussion/lecture classes designed by our GED instructor. This has proved very successful. Students are encouraged to keep a journal to practice writing on their own.

Basic math skills are usually left to individual study using Contemporary Books' *Number Power* series. However, basic geometry and algebra are presented in lecture over the course of months. Contemporary Books' series provides excellent material on geometry, algebra, and word

problems.

The Social Studies, Science, and Literature/Arts tests are basically reading comprehension tests. They are not primarily tests of prior knowledge. Students are encouraged to read any kind of material in preparation for the tests. We had one student raise his GED score to passing by reading the Sunday paper over the course of the week. We provide students Cambridge's *Snapshots*, books 5 - 8. This series offers a collections of reading geared toward adults. The articles and stories are excellent, and each ends with a review section questioning students on what they read. We have had no complaints about *Snapshots* (Does that tell you something?!).

In addition to *Snapshots*, we offer students Steck-Vaughns's *GED Social Studies*, *Science*, and *Literature and the Arts* books, especially if the students are retesting in those areas. Recently, *Literature and the Arts* has been incorporated into lecture/discussion classes.

What We Do

When a student expresses interest in getting their GED, we ask the if they would like to take a practice GED test (We do not make them if they do not want to). If they do, we give them the *Official Practice Test of the GED Testing Service*. We do not enforce time restrictions. The students may take 2 - 4 class periods to complete the test. The test is scored. We prefer a score of 240 or above before recommending a student take the real GED. Most students scoring between a 200 - 225 begin work in *Number Power 2* and the *GED Writing Skills* book. A lower score may necessitate pre-GED work (such as *Watch Your Language*). Occasionally we recommend a student to our PALS program if reading is exceptionally low.

Class times accommodate shift changes. Our students attend on their own time (unpaid time) usually before or after a shift. Some students who work 12-hour shifts attend on their days off. Our classes meet 2 hours, twice a week. Class attendance is highly encouraged but not mandatory. However, it has been our experience that students enjoy class and see it as a necessity. Many students realize that they simply will not do classwork at home - too many other things to do there. One student described class as "the one thing I do for me. It's my time."

Our classes are on-going. They do not have a beginning and ending date. A student may be in class two months or a year-and-a-half. Students work on their own pace. There is no pressure to keep up with other students or to take the test at a certain time.

When students complete basic materials (i.e. *Number power 2* and *Writing Skills*), they are given a different pretest. If their score reflects a good chance of passing, they are given a series of brush-up classes. Usually several students plan to take the GED at the same time. We have found students not taking the GED enjoy brush-up classes, too. It gives them something to shoot for.

Students pay testing fees, but we handle the application process. When about 20 students have earned their GED, the company sponsors a full-blown graduation ceremony and gives each employee a $100 Savings Bond. Usually graduation is on a Saturday night at Clemson University. We frame certificates, provide invitations, caps, gowns, and a reception afterwards. This makes all the work and time (for both the students and instructors) worth it. It is the event of a lifetime for many graduates, and seeing families rejoicing over their parent's or spouse's or children's accomplishment makes it the night of the year for the instructors.

What We Use

English

1. Test of General Educational Development, Official Practice Tests. Forms AA, BB, CC, DD.
   GED Testing Service, American Council on Education, Prentice-Hall, Inc.
   - Test booklet, half the length of the real GED tests. Comes with answer sheets.
2. *Teacher's Manual for the Official GED Prentice Test*
   American Council on Education, Steck-Vaughn
   - Scoring Manual for practice tests.
3. GED Application
   SC Department of Education

Adult Performance Assessment/GED Testing
212 Rutledge Building, 1429 Senate ST., Columbia, SC 29201
(803) 734-8347
(schedules and sites of test available upon request)

4. *Watch Your Language* Books and Workbooks 1 & 2
Cambridge, 888 Seventh Avenue New York, NY 10106
- Book and workbook covering basic grammar (i.e. "What is a sentence," adjectives, adverbs, etc.) Excellent source for establishing basic grammar construction. No answers given.

5. *GED Writing Skills*
Steck-Vaughn Co., P.O. Box 26015, Austin, TX 78755
- Workbook designed for GED testing. Excellent but rather advanced explanations. Exercises, mini-tests, and pre/post tests based on GED format. Covers the three parts of English usage tested on GED. Good source for students with a good English background. Answers available with explanations.

Math

Number Power series
Contemporary Books, Inc.
180 North Michigan Avenue, Chicago, IL 60601
- Attractive adult-geared series. Good explanations and practice exercises. Word problems. Answers given.

Number Power 1: covers addition, subtraction, multiplication, and division. Pretests and reviews each section. Answers in back.
Number Power 2: fractions, decimals, and percentages. Same format.
Number Power 3: basic algebra. Same format.
Number Power 4: geometry. Same format.
Number Power 5: graphs, tables, schedules, and maps. Good resource for these types of skills. Same format.
Number Power 6: Word problems. Excellent source for working word problems.
- Describes word problems and steps in solving them using basic math skills. Our students who have word problem problems (doesn't everyone?) like this book.

Reading Comprehension

Snapshots, A Collection of Reading for Adults
Cambridge, Prentice Hall Regents, Englewood Cliffs, NJ 07632
- Excellent source of reading for adults. Each article and story ends with 6 - 15 multiple choice questions based on different levels of comprehension. Answers given with explanations. No complaints. Our student like these. Books numbered by reading levels 5 - 8.

GED Social Studies, Steck-Vaughn.
- Workbook designed for GED Testing covers the 5 sections of social studies on GED. Exercises, min-tests, and pre/post tests based on GED format. Answers available with explanations.

GED Science, Steck-Vaughn.
Designed for GED Testing. Covers areas tested. Same format.

GED Literature and the Arts, Steck-Vaughn.
Covers three areas on GED test. Format same.

Software

GED 2000. Steck-Vaughn. IBM.
This program has full-length tests available on disks. Each full-length test may be taken in a test, explanation, or tutorial mode. A comprehensive score and analysis is given after tests. A set of Skillbuilder disks allows students to practice in specific areas. We have found that students enjoy working on computerized GED material. It gives them a change from classroom instruction.

Other Suggested Sources for Educational Materials

You may wish to request catalogs from the following publishers who can provide you with information and materials to enhance your GED Program. Specify that you are working with adults and ask for sample educational packages!

Bright Ring Publishing
P.O. Box 5768
Bellingham, WA 98227

Contemporary Books, Inc.
180 North Michigan Ave.
Chicage, IL 60601

Saddleback Educational, Inc.
711 West 17th St., Suite F-12
Costa Mesa, CA 92627
Phone: 714-650-4010
Fax: 714-650-1108

Schoolmasters Science
745 State Circle, Box 1941
Ann Arbor, Michigan 48106
Phone: 800-521-2832
Fax: 313-761-8711

Simon & Schuster Resources
15 Columbus Circle
New York, NY 10023-7780
Phone: 1-800-395-7042

Southwestern Publishing Co.
5101 Madison Road
Cincinnati, OH 45227
Phone: 800-543-7972
Fax: 513-398-9867

Steck-Vaughn Company
P.O. Box 26015
Austin, TX 78755

Zaner-Bloser Inc.
1459 King Avenue
P.O. Box 16764
Columbus, OH 43216-6764

COMPUTERS

TEXT BOOKS

GLENCOE - BUSINESS EDUCATION CATALOG

TOLL FREE NUMBER	1-800-334-7344
ADDRESS	3008 W. WILLOW KNOLLS DRIVE PEORIA, IL 61614-9921

TEXT BOOKS WE USE HERE:

DOS
WORD PERFECT
DBASE
LOTUS

COURSES TAUGHT ON THE IBM COMPUTERS:

BEGINNING	WORD PERFECT
INTERMEDIATE	WORD PERFECT
ADVANCED	WORD PERFECT
BEGINNING	LOTUS
INTERMEDIATE	LOTUS
ADVANCED	LOTUS
BEGINNING	DBASE
INTERMEDIATE	DBASE

HARVARD GRAPHICS

COURSES TAUGHT ON THE MACINTOSH COMPUTERS:

PAGEMAKER
MICROSOFT WORKS
MACWRITE II
PRINTSHOP
SUPER PAINT
MACDRAW

ATTENDANCE CONTRACT

Because of the number of people who want to take computer classes and the limited number of computers we have, it is very important that anyone scheduled for a class commit to being in class. If for any reason you must miss an entire class or part of a class, you can make up that time at your convenience by making arrangements with the teacher. Please read the following attendance policy and sign and date the form.

Attendance requirements for certificate:

To earn a certificate in a class, you must have a minimum of 12 hours in that class.

Attendance requirements for perfect attendance:

To qualify for perfect attendance, you must have a minimum of 14 hours in that class.

The purpose of having an attendance policy is so that the teacher and the student feel confident that enough time has been spent in class to learn the material. You may arrange your makeup time in any way you like to meet the 14 hour requirement. You are welcome to use the computer classroom more than the required amount if you like. To help us track your hours in class, it is very important that you sign in and log your hours each time you use the lab.

I understand that to receive a certificate in my class, I must attend class for 12 hours. To receive perfect attendance in my class, I must attend class for 14 hours.

Signature _____

Date _____

BEGINNING WORD PERFECT OBJECTIVES

AFTER COMPLETING BEGINNING WORD PERFECT, EACH STUDENT SHOULD HAVE COMPLETED THE FOLLOWING OBJECTIVES.

- AT LEAST 12 HOURS TO RECEIVE A CERTIFICATE AND 14 HOURS TO RECEIVE PERFECT ATTENDANCE
- LEARN THE PARTS OF THE COMPUTER
- ACCESS WORD PERFECT
- TYPE A PARAGRAPH
- UNDERSTAND WORDWRAP
- UNDERSTAND THE STATUS LINE
- BE ABLE TO SAVE AND PRINT A DOCUMENT
- UNDERSTAND THE ARROW KEYS
- INSERT AND TYPEOVER TEXT
- LEARN DELETE AND UNDELETE COMMANDS
- KNOW WHAT A MEMO IS AND THE FORMAT OF A MEMO
- CHANGE THE FORMAT OF A DOCUMENT
- RETRIEVE DATA USING THE FUNCTION KEYS AND LIST CCOMMAND
- START UP WORD PERFECT WITH AN EXISTING FILE
- PRINT SINGLE AND MULTIPLE COPIES
- CREATE PAGE BREAKS

Course Hours

Name_____

Course Name	In each box, write date you attended class and total hours you spent in class that day.												

HOW TO GET A PROGRAM STARTED

Seeking Support for Workplace Skills Enhancement Programs

It is always tough to get a skills enhancement program off the ground. Especially in today's tightening economy, it takes special effort to start spending more money on retraining or reteaching employees things you had believed or hoped they already knew. However, the fast paced changes brought on by technology are changing job descriptions every day. The company that does not use its valuable resource of experienced employees by helping them adjust to these changes will find itself falling behind. But are there places where assistance can be obtained?

The answer is yes. There are numerous resources to help programs get started or move to new levels. The most important thing to remember, however, is that these sources exist to HELP those who have made a commitment and are helping themselves. These programs do not exist to handle the total financial burden of skills enhancement programs. The business partner must be ready and willing to make a commitment to the program.

With that in mind, we can explore several sources of help for skills enhancement work-site programs. These all involve working in partnership with an educational group or institution. There are three different educational groups that businesses can "court" in seeking to establish these partnerships: technical colleges, adult education programs, and four-year colleges or universities. Which one or ones you become partners with will depend upon what is available in your area, the personnel in these groups in your area, and the kind of help you seek. Let's look at each of these three groups and what they typically offer.

First, the **technical colleges**. These institutions are interested in getting employees with over eighth grade level skills to enroll in their course offerings leading to a degree or certification. If you have a particular population with a particular higher level need, e.g., electricians needing updated training, you might arrange for the technical college to offer a course right there at the work site. However, most of the time the technical schools offer a specially designed course for the employees' needs and the employee/students receive CEUs (continuing educational credits), not credits toward a degree. In either case the tuition fees for the employee/students would need to be paid either by the company, the employee, outside funds, or some combination. These fees are based on the costs for the teacher and supplies. In SC, the governor has established 17 Workforce Specialists who each work out of a technical college. The Workforce Specialist is like a broker between the business and the education providers. He can arrange a partnership with the technical college or with the local adult education organization.

Second is the **adult education** group in your area. Adult education (AE) is a part of the local school district. It receives funding from the state based on the number of students served and the student hours of instruction. Because of this AE usually can offer a class on-site without charging for the teacher. If the local AE staff can provide an instructor who is qualified to teach what is needed, then this option is cheaper for the employee and/or employer. AE's ability to meet specific workplace needs may vary from place to place and time to time.

Sometimes either of these two groups, technical colleges or AE, can secure outside funding for special projects. Examples of other funding options include grants from the Appalachian Regional Educational Commission, special Governor's grants, and Federal monies made available each year for adult education "353" grants.

Additional monies are available in major **Federal grant programs**. Although technical colleges and adult education agencies can and do apply for these monies for special projects, this is an area to explore a partnership with a four-year college or university. The higher education institutions and their faculty often are more experienced, have more incentive and time for, and are better "politically connected" to secure major federal or private grants. Examples of current service grant awarding programs include the National Workplace Literacy Demonstration Projects and the Barbara Bush Foundation for Family Literacy. Research projects are currently being funded by the National Literacy Center as well as by the National Research and Development Centers.

To increase your chances of obtaining outside funding, remember three things:

1) Funds are awarded to groups where the business has already demonstrated commitment.
2) Funds are awarded for specific project ideas -- and must be spent on doing what was promised.
3) Know the funding source, what they want, what they have funded in the past.

HOW TO GET A PROGRAM STARTED

Step 1: Set up a meeting with the plant manager, personnel manager, and training manager and discuss the need for skills enhancement program.

Step 2: Set up a meeting with all department managers and promote the idea of a skills enhancement program. The people in step 1 should be a part of the promotional meeting. **(Sell! Sell! Sell!)**

Step 3: Set up a meeting with all the supervisors and tell them about the skills enhancement program.

Without steps 1-3, the program will not be successful. The plant management must see the idea of a skills enhancement as important. The employees will be more motivated to attend the classes if they think that management supports the program.

Step 4: Set up small meetings (7-10 people) with all employees and the classroom teacher to discuss the types of programs available, when classes will be offered, incentives, and how the classes will be conducted. At this time each employee will complete an information sheet and list the classes that he/she might be interested in taking. We always tell the employee that any information given to us is confidential and the programs are voluntary.

Step 5: The teacher then organizes the information sheets and schedules classes. I would recommend that the meetings and classes be scheduled close together. For example, we did employee meetings for two weeks and started classes the third week.

Step 6: There must be **continuous** promotion throughout the entire program. The teacher should make contact to any employee that was interested but not attending classes now. This contact can be personally or by a note through a supervisor. Also, having the supervisor encourage the employee is a great benefit. Any of the ideas discussed in the morning session dealing with Marketing the Program would benefit the program and increase attendance.

Programs

*Reading and Writing (Adult Ed supplies and Literacy Association Volunteer Tutors)
PALS, Laubach (volunteer tutoring), and Reading Groups

*Math (Adult Ed supplies)
Basic Math, Algebra & Algebra & Trig- Employees wanting to go to Technical College and preparing to take the AC/DC class.

*GED classes (Adult Ed. supplies)
Prepares students to take the GED test.

*Computer classes (Adult Ed. equipment and software)
IBM - WordPerfect, Lotus 123, DBASE, and Touch Typing
Macintosh - Introduction to computers, Job Specific classes, and Newspaper class

*Newspaper class (Adult Ed. Instructor and Company pay printing fee)
Fabrication - **People to People**
Seneca Greige Plant - **Utica Griffin**

*Job Specific classes (Federal Workplace Literacy Grant-Adult Ed, Company, and Clemson Univ.)
Reading, Writing, Math, Vocabulary, Completing forms, Communication, and Problem Solving - Directly relates to the jobs in Fabrication.

*Mechanics classes (Company purchased)
Individualized basic mechanics class.

*AC/DC classes (Company money and Vocational Ed. money)
Electronics class taught for the technicians.

Incentives

(Company provided)

*GED	$100 savings bond, Caps & Gowns, Framed Diplomas, Pictures, and Reception
*Literacy	Pay for 1/2 of their time
*Newspaper	Pay for 2 hours each student per month
*Job Specific	For every 3 hours company pays for 1 hour
*AC/DC & Mechanics	Pay for all of the employees time
*All other classes	Banquet, Certificate, and Perfect Attendance Award